DOCUMENT RESUME

ED 160 580 SP 013 126

| | |
|---|---|
| TITLE | The Knowledge Base for the Preparation of Education Personnel. Yearbook 1978, Volume 1. |
| INSTITUTION | American Association of Colleges for Teacher Education, Washington, D.C. |
| PUB DATE | 78 |
| NOTE | 78p.; For related document, see SP 013 502 |
| AVAILABLE FROM | American Association of Colleges for Teacher Education, 1 Dupont Circle NW, Room 610, Washington, D.C. 20036 ($5.00) |
| EDRS PRICE | MF-$0.83 HC-$4.67 Plus Postage. |
| DESCRIPTORS | *Educational Problems; Educational Research; *Higher Education; Professional Associations; Teacher Education; *Teacher Educator Education; Teacher Improvement; *Trend Analysis |
| IDENTIFIERS | American Association Colleges Teacher Education |

ABSTRACT

Key speeches presented at the Annual Meeting of the Association of Colleges for Teacher Education (AACTE) in Chicago, Illinois, March 1978 are reprinted in this yearbook. The basic theme of the conference was a critical examination of the significant features of a growing knowledge base underlying education personnel preparation. Four speeches are reproduced on the following topics: (1) the education of the educating professions, educational history and an overview of the future; (2) the future of the AACTE and its role on the national scene; (3) AACTE and the realities of teacher education; and (4) educational research, its goals and impact. Included in this publication are reports on current activities of groups set up to provide intensive followup of major program segments ("Strands"); articles of incorporation and bylaws; and a listing of the AACTE Distinguished Achievement Awards. (JD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED160580

# THE KNOWLEDGE BASE FOR THE PREPARATION OF EDUCATION PERSONNEL

**Yearbook 1978, Volume 1**

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Edward C. Pomeroy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

SP013126

**American Association of Colleges for Teacher Education**

**Washington, D.C.**

Yearbook 1978

© 1978 by
AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION
All rights reserved.

The views expressed in this volume should not be construed as necessarily representing those of the American Association of Colleges for Teacher Education (AACTE), the supporting institutions or agencies. Rather the opinions are those of the individual participants who wish to share them with concerned colleagues. AACTE is printing this document to stimulate discussion, study, and experimentation among educators.

Copies of this publication are available from AACTE Order Department, One Dupont Circle, Suite 610, Washington, DC 20036.

Printed in the United States of America.

Library of Congress Card No.: 48-9984
*Standard Book Number:* 0-89333-012-4

## CONTENTS


v FOREWORD

1 CHARLES W. HUNT
The Lectures and the Man

3 LAWRENCE A. CREMIN
19th Charles W. Hunt Lecturer

5 THE EDUCATION OF THE EDUCATING PROFESSIONS
Lawrence A. Cremin

25 THE FUTURE OF AACTE—IT'S ROLE ON THE NATIONAL SCENE
Henry J. Hermanowicz

35 AACTE AND THE REALITIES OF TEACHER EDUCATION
J.T. Sandefur

40 EDUCATIONAL RESEARCH IN AMERICA: FANTASY AND FULFILLMENT
Patricia Albjerg Graham

48 WHAT HAPPENED IN THE STRANDS?
1978 Annual Meeting Program

52 DISTINGUISHED ACHIEVEMENT AWARDS

58 AACTE—YOUR ACTIVE VOICE IN PURSUIT OF QUALITY EDUCATION

60 1978 ANNUAL BUSINESS MEETING

63 AACTE ARTICLES OF INCORPORATION AND BYLAWS

## FOREWORD

An AACTE Annual Meeting is a dynamic event, for much happens as presenters and participants prepare for it, experience it, and then return to their own work ready to act on its major emphases. This *Yearbook* is one means of capturing the essence of the 1978 Annual Meeting for participants—and sharing the information and insights from that meeting with colleagues who were not able to attend.

Careful thinking preceded planning for the Annual Meeting. AACTE President Henry J. Hermanowicz set a worthwhile goal for the meeting. His thoughts are incorporated into this permanent record, to provide a challenge for each of us to carry on the impetus provided by the Annual Meeting:

### *"The Knowledge Base for the Preparation of Education Personnel"*

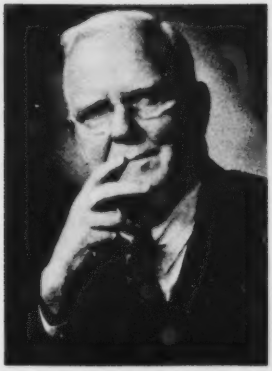
Over a year ago I proposed to the AACTE Board of Directors the theme for this 30th Annual Meeting. Frankly, I feel that the entire future of education personnel development depends on our efforts to improve the knowledge base for preparing such personnel.

One concern that prompted this theme is what I perceive as almost a national preoccupation with power and control as the bases for fashioning the destiny of teacher education. Certainly, the politics and governance of preparing educators are important to the entire enterprise. However, we can become so obsessed with such issues that we inadvertently lose sight of improving the substantive knowledge needed. Improving that base must be the principal contribution of colleges and universities. Without such a central concern, we will have little to justify our continued existence and future role.

Our basic idea behind this year's conference is to examine critically the significant features of a growing knowledge base underlying education personnel preparation. Such examination should reveal where education research findings, knowledge, and associated theory are thin, thus suggesting areas and need for significant future inquiry. Also the conference should provide opportunities to consider ways to use available knowledge in rethinking future programs at our institutions.

The Association is pleased to publish these *Proceedings*, in the expectation that they will add to the literature of our field. This publication joins a long line of *Yearbooks* which collectively depict the efforts of dedicated teacher educators to continuously improve their knowledge and their practice—for the benefit of the nation at large, and particularly learners of all ages who benefit from the education personnel prepared by the member institutions of this Association.

Edward C. Pomeroy,
AACTE Executive Director



# CHARLES W. HUNT
## The Lectures and the Man

Through the Charles W. Hunt Lecture, given at each of the Annual Meetings of the American Association of Colleges for Teacher Education since 1960, AACTE proudly acknowledges its debt to this dedicated educational statesman.

Though he spent most of his professional life as an administrator, Charles Hunt rightly insisted on identifying himself as a teacher. His infectious enthusiasm for life and his championing of the God-given right of every individual, young or old, to develop to maximum potential are qualities which always marked his commitment to the preparation of teachers. His vitality and determination to move ahead in reshaping teacher education, and his skill in firing up others to do so are in the best tradition of the good teacher.

As champion of the democratic ideal, he counseled grassroots organization and solidarity to accomplish reform. As a true pioneer in teacher education, he was wise enough to view the community not only as a laboratory, but as a source for ideas and support. A teacher, communicator, and an agent for change, he "shook the ideas and structure" of teacher education.

As AACTE Executive Director Edward C. Pomeroy said at the memorial service for Dr. Hunt September 5, 1973: "Without a man of the vision of Charles Hunt and the encouragement he provided, certainly the history of these past 50 years in American education would have been significantly different." Indeed, much of importance in organized teacher education happened in his lifetime.

Born in Charlestown, New Hampshire in 1880, Charles Wesley Hunt was educated at Brown University (B.A. 1904) and Columbia University (M.A. 1910, Ph.D. 1922), all the while teaching English in New England and New York until he began a supervisory career in 1916. In his 18

years as a college president, from 1933 to 1951, he helped to transform an old normal school at Oneonta into the State University of New York at Oneonta, a multipurpose institution within a state system of colleges.

Our Association owes much to Charles Hunt. Serving voluntarily for 25 years as secretary-treasurer (1928-53), he was instrumental in transforming the American Association of Teachers Colleges into the American Association of Colleges for Teacher Education. Until his death, he continued to serve as consultant to the Association's Board of Directors. His inspiration still guides AACTE and its professional men and women who represent their institutions.

The Lecture Series is conceived as a continuing professional tribute to the years of leadership and service which Dr. Hunt gave to education. When this series was begun in 1960, Dr. Hunt advised us to hold fast to "enduring faith in our purposes, faith in our fellow workers, and faith in the democratic tradition and process." Such dedicated commitment is still needed today to lift the quality of education in American society. Charles Hunt has built a model that will serve future professionals well.

## LAWRENCE A. CREMIN
## Frederick A.P. Barnard Professor of Education and President Teachers College Columbia University

Cremin joined the Teachers College faculty in 1949 and the Columbia University History Department in 1961. From 1958-1974, he served as chairman of the Teachers College Department of Philosophy and the Social Sciences. He also directed the college's Institute of Philosophy and Politics of Education for a nine-year period, 1965-1974. He has been president of Teachers College since 1974.

A prolific author, his history of the United States progressive education movement, *The Transformation of the School*, was awarded the Bancroft Prize in American History for 1962. Currently, he is working on a comprehensive history of American education; the first volume, *American Education: The Colonial Experience*, was published in 1970. The American Historical Association, U.S. Office of Education, and the Carnegie Corporation of New York are cosponsoring the research.

His other books include *Traditions of American Education*, 1977; *Public Education*, 1976; *The Republic and the School: Horace Mann on the Education of Free Men*, 1957; and *The American Common School: An Historic Conception*, 1951. In 1965, both *The Wonderful World of Ellwood Patterson Cubberley* and *The Genius of American Education* by Cremin appeared in print. He has coauthored five books and edits the Teachers College series, *Classics in Education*.

Cremin was associate editor of *Teachers College Record* from 1952-1959, and has served on editorial advisory boards of *History of Education Journal*, *Sociology of Education*, *History of Education*, *School Review*, *International Review of Education*, *World Book Year Book*, and *Year Book of Education*.

Many honors have been bestowed on Cremin including Columbia's 1972 Butler Medal in Silver for his contributions to American educational theory. An alumnus of the College of the City of New York, he earned Master of Arts and Doctor of Philosophy degrees at Columbia, and was awarded an honorary doctorate there. Ohio State University, the University of Bridgeport and Kalamazoo College have also presented him with honorary degrees.

A native New Yorker, he is on the Educational Advisory Board of the John Simon Guggenheim Memorial Foundation. In 1957-58, he won a Guggenheim Fellowship for research in the history of American education. He has been both a fellow and a visiting scholar at the Center for Advanced Study in the Behavioral Sciences. New York University and the American Educational Research Association have presented him research awards.

Federal government activities have also demanded his time. He was vice chairman of the White House Conference on Education in 1965, and chairman of the Regional Laboratories Panel of the U.S. Office of Education (USOE) in 1965 and 1966. Prior to that, he chaired USOE's Curriculum Improvement Panel. From 1966-1970, he chaired the Carnegie Commission on the Education of Educators. Current board memberships include Children's Television Workshop and the Spencer Foundation. Jerusalem's Hebrew University and the University of Chicago include him on their school of education visiting committees.

Visiting professorships conferred on Cremin include the Sir John Adams Memorial Lectureship, University of London, 1966, and Cecil H. Green Visiting Professorship, University of British Columbia, 1972. He has taught at the Seminar in American Studies, Salzburg, Austria, and at a number of U.S. colleges and universities.

# THE EDUCATION OF THE EDUCATING PROFESSIONS


## LAWRENCE A. CREMIN


### THE 19th CHARLES W. HUNT LECTURE


Presented at the 30th Annual Meeting
of the
American Association of Colleges for Teacher Education

Chicago, Illinois, February 21, 1978


It is a very special honor that has been accorded me, to deliver the Charles W. Hunt Lecture this evening, and I am grateful to Henry Hermanowicz and his colleagues for the invitation that has made the opportunity possible.

I had the pleasure of knowing Charles W. Hunt during the last two decades of his life. He was a great figure in the affairs of Teachers College as well as of AACTE; and no one could serve long on Morningside Heights during the 1950s and 1960s without becoming familiar with this genial alumnus, who gave so unselfishly of his time and energy to raise fellowship money for TC students who needed it. But there was another service Charlie Hunt insisted upon performing that proved of inestimable value to my generation of young, post-World War II professors: he was always ready to take you in hand, march you up to the great men and women of the profession, and see that you became acquainted. Charlie served as an invaluable link between young and old after a time of severe discontinuity in the life of our profession; and I for one shall always be grateful for the prized friendships I was privileged to enjoy as a result of his gentle, prodding mediation.

I should like to take the opportunity this evening to consider three matters with you. First, I should like to review the origins of the present-day paradigm of professional training in education, and in particular of the problematics of education as a field of study. Second, I should like to sketch the recent history of the doctorate in education, once again, with emphasis on the developing problematics of the field. And third, I should like to advance a series of recommendations about the present-day doctorate in education, based on an analysis of what seem to me to be the central requirements of the educating professions in our time.

First, to the review of origins, which takes us back to that fascinating period between 1870 and 1910, when at least three decisive models of professional training emerged in the United States—training for law, as developed by Christopher Columbus Langdell and his colleagues at the Harvard Law School; training for medicine, as developed by William Henry Welch and his colleagues at the Johns Hopkins Medical School; and training for education, as developed by James Earl Russell and his colleagues at Teachers College, Columbia University. All three models emerged at nascent universities: Johns Hopkins had been founded in 1876 entirely as a center for graduate study, and late 19th-century Harvard and Columbia were in the process of transforming themselves into universities. All three models were created in response to widespread dissatisfaction with contemporary professional training. And all three models imposed drastically raised standards upon their respective fields. But they couldn't have been more different in the solutions to the problems of professional education they embodied.

Legal education at the time of Langdell's appointment as dean of the Harvard Law School in 1870 was a combination of apprenticeship in a law office, study of textbooks on the law by commentators such as St. George Tucker, James Kent, and Joseph Story, and formal lectures. Most aspirants to the law entered the profession via apprenticeship and self-study, assisted from time to time by lectures purchased on a course-by-course basis. The primary claim of the law schools was not that they could substitute for law office training but rather that their lectures represented a more efficient way of teaching the general principles of law than the haphazard instruction of busy practising attorneys.

The heart of Langdell's law curriculum was the case method of instruction, the doctrinal analysis of appellate court opinions. Rather than studying the commentaries of Tucker, Kent, or Story, students were

presented with the cases themselves and asked to derive their own commentaries in the form of general principles. And, rather than listening to lectures on the general principles of law, students were confronted with a Socratic dialogue in which the professor sought at the same time to elicit "true" rules and to inculcate proper modes of legal reasoning. (As three generations of law professors have put it, the goal was to have students "think like lawyers.") At bottom, the case method rested on three assumptions—that lawyers are better trained in law schools than in law offices, that law schools are better established within universities than independent of them, and that for law to be worthy of a place in the universities it must become a science, the substance of which can be presented in printed books. (As President Charles W. Eliot once observed, the book became for Langdell's law school what the laboratory was for the physics department.) Once students had successfully grasped the science of law, everything else of significance to the practice of law would follow(1).

Now, Langdell instituted other reforms as well. He raised admissions requirements; he lengthened and systematized the course of study; he lobbied for educational requirements for admission to the bar; and he formed powerful alliances with Harvard Law School alumni on the bench, in legislatures, on committees of the bar, and on the faculties of other law schools. But it is the problematics of his curriculum that interests me here. Preparation for law became the study, via the case method, of a baker's dozen of core subjects—property, common law pleading, contracts, torts, and criminal law during the first year; and equity, evidence, corporations, sales, agency, persons, bills and notes, and constitutional law later on. It was an undifferentiated course of study required of all aspiring practitioners, national and cosmopolitan in outlook (one could learn something of Massachusetts and New York law at Harvard but not Nebraska or Illinois law), essentially self-contained within the professional school, and wholly lacking in any systematic study of practice itself.

Medical education at the time of Welch's appointment as professor of pathology at Johns Hopkins University in 1884 was in its own way much like legal education, a combination of apprenticeship, the study of textbooks such as Caspar Wistar's anatomy, Robley Dunglison's physiology, and George Wood's medicine, and formal lectures. If there was a difference, it lay in the fact that most aspiring physicians entered the profession via one or another of the proprietary medical schools that had sprung up by the score during the 19th century. Generally organized and staffed by local practitioners and often closely allied with local medical societies, these schools offered what were

essentially didactic lectures in the principal medical subjects, that is, anatomy, physiology, chemistry, surgery, medicine, therapeutics, pharmacology, and obstetrics. The total course ordinarily ran from one to three years in length, and the degree generally carried with it the legal right to practice.

The heart of Welch's medical curriculum lay in three major reforms. First, the preclinical subjects of anatomy, physiology, pharmacology, and pathology were rooted in laboratory inquiry. Following the example of the great European investigators who had revolutionized the study of physiology and medicine—Pierre Louis and later Louis Pasteur at Paris, Carl Ludwig at Leipzig, and Robert Koch at Breslau—Welch displayed an inveterate preference for facts over theories and for inquiry over didactics. Second, the clinical subjects of medicine, surgery, and obstetrics were rooted in the ongoing life of a teaching hospital with its own laboratories, so that students learned via a combination of inquiry and practice conducted under expert supervision. Following here the tradition of British hospital instruction, Welch's goal was to join the clinical to the scientific in the thought and practice of the nascent physician. As his colleague Franklin P. Mall once put it: "There has always been a great deal of discussion of the question whether a physician's training should be scientific or practical. It appears to me that it should be both; for if he is educated only in the sciences underlying medicine, he is not a physician, while if he is educated in the practical branches alone, he is likely to become a shoemaker-physician who will drift into ruts and never get out of them." Third, the teaching hospital was linked to the medical school via an appointment system whereby professors in the medical school also served as heads of their respective departments in the hospital. The arrangement not only made them responsible for the delivery of medical services and the organization of medical instruction, it also permitted them to integrate advanced medical students into the life of the hospital in such a way that they could serve with maximum effectiveness while they learned with maximum efficiency. Finally, the keystone of the entire program was Welch's own subject, pathology; for the essence of medicine was conceived to be the diagnosis and cure of disease(2).

Like Langdell, Welch instituted other reforms as well. He raised admissions requirements, lengthened and systemized the course of study, and formed powerful alliances within the worlds of medicine and philanthropy. But once again, it is the problematics of Welch's curriculum that interests me. Preparation for medicine became a combination of scientific inquiry in the laboratory, via the preclinical

subjects of anatomy, pharmacology, physiology, and pathology, and supervised practice leavened by scientific inquiry in the teaching hospital, via the clinical studies of surgery, medicine, and gynecology. As in law, it was an undifferentiated course of study required of all aspiring practitioners, not only national but international in outlook. As contrasted with law, however, it was not wholly self-contained within the professional school—a solid knowledge of chemistry and biology acquired at a good undergraduate institution was required for admission. And, contrary to law, it placed great emphasis on the systematic study of practice within a carefully designed instructional environment, namely, the teaching hospital.

I might add parenthetically that it was the presence of the Johns Hopkins model in operation that permitted Abraham Flexner's 1910 report, the well-known Bulletin Number Four of the Carnegie Foundation for the Advancement of Teaching, to exert such a profound influence on medical education. To be sure, the millions of dollars that the General Education Board invested in medical education in the wake of Flexner's report made an enormous difference. But Flexner did not invent a model of medical education following the study of existing practice. Instead, he used an extant model as his criterion of excellence, and found contemporary practice wanting. His report was in the end an exercise in criticism and dissemination but not in creation.

Teacher education at the time of Russell's appointment as dean of Teachers College in 1898 was, if anything, even more diverse and haphazard than legal or medical education. Many primary-school teachers had had no preparation for their work whatever beyond primary schooling itself. Most of those teachers who had obtained preparation beyond primary schooling had attended an academy or a high school for a time, and some of those had then gone on for a year or two of normal-school study, which consisted of further work in the school subjects, a course or two in pedagogy and the history of education, and practice teaching at an affiliated school or a local public school. Some high school teachers and most college teachers had been trained in the colleges and universities, primarily in the substance of what they taught. A few colleges and universities—not more than two dozen in 1898—offered formal programs of education, consisting mainly of lectures and recitations on such textbooks as Gabriel Compayre's history of education and Joseph Payne's science and art of teaching.

Russell's reformed curriculum combined four components he considered essential to success in teaching: general culture, special

scholarship, professional knowledge, and technical skill. He himself explicated this quadrivium in one of his early reports:

> The general culture must be liberal enough to inspire respect for knowledge, broad enough to beget a love for the truth. The special scholarship must be sufficient for the work to be done; it should give that absolute command of the subjects of instruction which frees the teacher from slavish adherence to manuals and methods. The right professional knowledge should enable the teacher to view the subjects he teaches and the entire course of instruction in its relations to the child and to the society of which the child is a part. The true educator must know the nature of mind; he must understand the process of learning, the formation of ideals, the development of will, and the growth of character. The artist in every vocation must have consummate skill in the use of his tools. The teacher must be skilled in the technique of his art; he must have the ability to impart his knowledge in a way that shall broaden his pupils' horizons, extend their interests, strengthen their characters, and inspire them to right living. And as every art is most efficient when intelligently directed, the art of teaching should be founded on the science of teaching, which takes account of the ends and means of education and the nature of the material to be taught(3).

So far, so good; only the querulous would disagree. But as Russell explicated further, the radicalism of his proposals became clear. By general culture, he meant not only what was commonly accepted as a good college education circa 1900 but also the kind of preparation that would enable the student to see the relationships among the various fields of knowledge, particularly between his own field of expertise and all the others. By special scholarship, he meant not only further academic study but the kind of reflective inquiry that would equip an aspiring teacher to select different sequences of material and adapt them to the needs of different students. These aspirations alone would have wrought a revolution in contemporary teacher education, particularly since Russell believed that the requirements were relevant to all teachers. Beyond them, there were the requirements of professional knowledge and technical skill. By professional knowledge, he implied not the mastery of didactically conveyed lecture material but rather systematic inquiry into the theory and practice of education in the United States and abroad, during past eras as well as the present, pursued via the same controlled observation and rigorous

theorizing that pertained in the natural sciences and medicine. And, by technical skill, he implied not the rote knowledge gleaned by the observant apprentice but rather expert ability in determining what to teach and by what methods, when and to whom. Technical skill would be acquired in an experimental or model school, serving as a laboratory for pedagogical inquiry and a demonstration center for excellent practice. The heads of the various departments of the college would also be the heads of the corresponding departments of the school, and the teachers in the school would be critic-teachers, capable of exemplifying first-class reflective pedagogy at the same time that they oversaw the training of novices(4).

Now, like Langdell and Welch, Russell instituted other reforms as well. He raised admission standards, lengthened the course of study, and formed enduring alliances with state departments of education, professional associations, and faculty members in other university education departments. But, again, it is the problematics of Russell's curriculum that interests me. Preparation for teaching combined a broad general education, a solid command of one or more teaching fields, an inquirer's knowledge of educational theory and practice, gained largely via the history and psychology of education, and scientifically based technical skill, developed through practice under expert supervision. The partial similarity to the Langdell and Welch models is patent, and surely not fortuitous. It was an era in which academic leaders enjoyed a considerable acquaintance across disciplinary and professional lines, for the relentless specialization of the 20th century had not yet worked its fragmenting effect. The Teachers College trustees had been in close touch with Charles W. Eliot of Harvard and Daniel Coit Gilman of Johns Hopkins for several years prior to Russell's appointment as dean; indeed, both Eliot and Gilman had actually participated in the formal exercises marking the relocation of Teachers College from University Place to Morningside Heights in 1894. Moreover, like Welch, Russell had studied in Germany and drunk the heady wine of *Wissenschaft*, and Russell had been in correspondence with a number of Welch's colleagues in connection with the establishment of the nursing education program at Teachers College. It should not be surprising, then, that, like the Langdell and Welch models, the Russell curriculum made its obeisance to science and to cosmopolitanism—it was as difficult to learn about Nebraska's education system at Teachers College as it was to learn about Nebraska's laws at Harvard. And, like the Welch model, Russell's curriculum placed great emphasis on the systematic study of practice within a carefully designed instructional environment, in this case, the model school.

Yet, granted the similarities, there were profound differences as well. Whatever Russell's belief and aspiration concerning the relevance of his curriculum to all teachers, it was admittedly designed for those preparing for positions of professional leadership, those who would supervise and administer the burgeoning school systems of the nation and those who would staff the normal schools, teachers colleges, and university departments of education. Nor was the curriculum nearly as self-contained within the professional school as Langdell's or Welch's. General culture, though essential, was obviously to be obtained during the undergraduate years. Special scholarship would be obtained, not only in Teachers College courses in the so-called professionalized treatment of subject matter, but in the graduate departments of the university as well. Only professional knowledge and skill fell entirely within the orbit of the education faculty. Finally, and the point is crucial, at the very time Russell was developing his model for the preparation of teachers at Teachers College, the graduate faculties of Columbia University, which were equally professional, I might say, despite the fact that they referred to themselves as the "non-professional graduate schools," were developing alternative models based on a different problematics, one exclusively concerned with scholarly inquiry into the substance of the subjects to be taught. The leaders of the graduate faculties—John W. Burgess, Nicholas Murray Butler, and Henry Fairfield Osborn—preferred to use the rhetoric of public service and the advancement of learning; but the latent function of their faculties was to prepare teachers for the high schools and colleges on a model that was not only different from Russell's but that competed with it for students, for positions for its graduates, and for political and financial support.

Now, as I have already remarked, the similarities among the Langdell, Welch, and Russell models were more than fortuitous. All three partook of the late 19th-century ambience of professional aspiration and academic expansionism; all three reflected the contemporary belief in scientific scholarship and the promise of its application to the improvement of human affairs; and all three profited from an expanding economy that provided jobs for trained graduates. That said, however, the differences are at least as important. For one thing, they reveal the extent to which the prevailing paradigms of professional training and the prevailing problematics of professional fields are the result of human choices at particular moments in history. There is no reason beyond the persuasiveness and influence of Langdell's model why legal education could not have included supervised practice in the courts; and there is no reason beyond the persuasiveness and influence of Welch's model why medical education

could not have concerned itself as much with the maintenance of health as with the diagnosis and cure of disease. Moreover, the differences among the models tell us a good deal about the differences in the character of the several professions. Not everything, to be sure, for the social sources of aspirants, the markets for graduates, the presence or absence of competing models, and the effectiveness with which the original models were disseminated were inevitably relevant. But patterns of professional training do have their effects and are worthy of exploration in their own right as the sources of particular historical developments.

Permit me, if I may, to move on to my second topic, namely, the recent history of the doctorate in education. I might remark at the outset that in focusing on the doctorate I am departing from what has been fairly common practice in reviewing the education of the educating professions. Most discussions have concentrated, not on the highest level of professional preparation, but rather on the minimum preparation required for entry into these professions; as a result the history of the education of the educating professions has been essentially the story of a slowly increasing minimum, from normal-school training, to baccalaureate-level training, to the masters-level training that has become common in our own times. My interest, however, is in the problematics of professional education, in the intellectual substance and systematic experience deemed essential to first-class practice; and I believe this is better gleaned from a scrutiny of doctoral programs than from consideration of preservice preparation in general. That there is such a gap between the doctorate and the minimum level of preparation required for entry into professional service is a datum of great significance.

There are three bench marks that I should like to note before turning to the more recent history. The year 1893 was the one in which Teachers College, then newly allied with Columbia, announced this country's first formal Doctor of Philosophy program in the field of education. The year 1920 was the one in which the newly established Harvard Graduate School of Education announced the first formal Doctor of Education program. And the year 1934 was the one in which Teachers College announced a Doctor of Education program alongside its Doctor of Philosophy program. The dates and programs are significant because they allow us to glimpse the problematics of professional training in education at important turning points in the history of two influential institutions.

Let us consider the requirements for the Teachers College Ph.D. in education during the early years of Russell's administration. They

included formal work in educational psychology, history of education, and philosophy of education; two practica, at least one of which had to be in a specialized field of education ("practicum" seems to have been used to refer to any advanced course in which the students were expected to produce original work); graduate study in some department of Columbia other than education; and a dissertation "showing power of independent thought and capacity to advance knowledge in the candidate's chosen field." Now, at least two observations are in order as one sets these requirements against Russell's own ideal paradigm of professional education. First, as one studies the available practica, they seem much more closely related to "professional knowledge" than to "technical skill." The description of Professor Edward L. Thorndike's practicum in educational psychology read as follows: "The course prepares advanced students to investigate such problems in education as involve accurate treatment of mental characteristics, and will provide future principals and superintendents of schools with the technical knowledge of statistics which will enable them to use conveniently and profitably the data available in any school system." Fair enough, one might say; that is precisely what Professor Thorndike should have been teaching aspiring principals and superintendents. But consider the descriptions of Professor Milo Hillegas's practicum on elementary education and Professor Julius Sachs's practicum on secondary education. The description of Hillegas's read as follows: "A preliminary study of the principles underlying the course of study will be followed by a detailed investigation of current practice in the leading American cities. A comparison of conditions in this country with the practice in England, Germany, and France will form part of the course." And the description of Sachs's read: "Students are expected to prepare during the course, in addition to assigned book reviews, papers bearing either on (1) general tendencies in American and foreign secondary school systems; or (2) the relation between the secondary school and the elementary school, as well as the college; or (3) specific problems in secondary education, with special reference to the public high school." Second, as one looks over the lists of dissertations produced, it is clear that there was an initial concentration on studies in the history and philosophy of education and then a shift to studies in the psychology of education and in the statistical analysis of survey data relating to educational institutions and programs. If there was a problematics of the Teachers College curriculum circa 1910, then, it was that of a historical and statistical approach to the institutions and processes of education(5).

Let us turn now to the requirements for the Harvard Ed.D. during the early years of the Graduate School of Education in the 1920s.

Students seeking candidacy for the degree were required to show evidence of successful teaching experience and a working knowledge of biology, psychology, and the social sciences. Once admitted, their programs revolved around formal work in at least five fields of education, with studies of the social theory of education, the history of education, and educational psychology required of all. As for the thesis, its stated purpose was to enable the student "to conduct an independent investigation, in which he handles effectively the knowledge already available upon his subject and produces a constructive result of importance and value."

Once again, two observations are in order. First, as one examines the actual curriculum at Harvard, one is struck by the paucity of course offerings in comparison with those of Teachers College. The Harvard program of study had greater focus, to be sure, but doctoral candidates were more likely to pursue this program on an independent basis, doubtless with occasional assistance from the faculty. Second, the programmatic requirements for the Ed.D. were really quite similar to those for the Ph.D. at Teachers College, with the principal difference being in the latitude permitted students in the choice of thesis topics. When one considers the topics actually chosen, however, it is clear that they were far more like contemporary dissertation topics at Teachers College than they were different. Ultimately, the difference between the Harvard Ed.D. program and the Teachers College Ph.D. program during the 1920's derived much more from the differing size and character of the two institutions than from any fundamental difference in the problematics they embodied.

Finally, given the preeminence of Teachers College in doctoral training in education before World War II—Columbia granted 1,600 doctorates in the field between 1898 and 1941—it is instructive to examine the requirements for the Doctor of Education degree at Teachers College when it was first authorized in 1934. These included three years of formal course work, at least a sixth of which would consist of courses "covering issues common to workers in the educational field"; a series of written and oral examinations intended to appraise "preparation and fitness for professional leadership in the field of specialization"; and a project report on some educational activity or service, designed to demonstrate professional competence in its widest possible personal and professional application. Initially, courses "covering issues common to workers in the educational field" were conceived to be courses in the so-called foundations of education—the history, philosophy, sociology, and psychology of education—but later the conception was broadened to include courses

in educational administration, guidance, and curriculum and instruction. As for the topics of project reports, they very quickly went beyond the subjects of contemporary Ph.D. dissertations to include, among other things, syllabi for new courses, suggestions for curriculum development in particular states or localities, and plans for administrative and institutional reform. By 1941, the number of Ed.D.s granted at Columbia each year was nearly equal to the number of Ph.D.s the university was awarding in the field of education.

Now, my purpose in sketching the development of these early doctoral programs at Columbia and Harvard has been primarily to convey some sense of what actually happened to Russell's model of professional education at his own institution in the years prior to World War II. And it seems to me that the principal generalization one must draw from the data is the inescapable fact of devolution. For all Russell's high aspirations to create a profession of education comparable to the professions of law and medicine, the drift in practice was steadily away from that goal. The requirement of general culture may have been assumed, but it was not carefully insisted upon, beyond the bachelor's degree needed for admission. The requirement of special scholarship was enforced in the early years of the Ph.D. via insistence on graduate study in the university outside the field of education; but it was not included in the requirements for the Ed.D., and, as a matter of fact, it was abandoned as a requirement for the Ph.D. before too long. The requirement of professional knowledge was more resolutely honored than any other, but only a minimal core of common work in the history, philosophy, and psychology of education was insisted upon. And the requirement of technical skill was acknowledged rhetorically but neither honored nor enforced programmatically. In effect, the structural disjunction between the preservice and inservice phases of professional education wreaked havoc with the integrity and coherence of the Russell model. Student teaching became the principal practicum of the preservice phase of training; and the so-called practica of the inservice phase were in truth seminars, at best, opportunities for scientific and scholarly inquiry into professional problems, at worst, didactic lectures. Even more important, the students who came for advanced training had already learned their professional roles in the field and were returning to the university for a limited amount of specialized knowledge and for eventual credentialing. The result was a fragmentation of the professional curriculum and a loss of coherence among its parts. What emerged was, to borrow a familiar phrasing from the Teachers College catalogue on the eve of World War II, a program of advanced graduate study "developed in the light of the candidate's previous

education and experience" and emphasizing "preparation for competent professional performance(8)".

That this drift was national rather than local in scope is documented by two studies of the doctorate in education undertaken in 1958 and 1969 by the American Association of Colleges for Teacher Education (in the latter instance, in collaboration with Phi Delta Kappa). The first gathered data from 3,428 doctoral graduates of 92 institutions, who had earned their degrees between 1956 and 1958; the second, which replicated the first, gathered data from 15,140 doctoral graduates of 124 institutions, who had earned their degrees between 1965 and 1969. The two surveys covered a variety of topics, including the characteristics of the institutions, the characteristics of the students when admitted, the characteristics of the instructional programs, and the characteristic personal and professional problems associated with earning the degree. Nothing emerged more clearly from these surveys than that neither the Ph.D. nor the Ed.D. program in education had much in common from one institution to another, beyond the elemental fact that they provided advanced training. As between the Ph.D. and the Ed.D., the studies concluded that the sole distinguishing difference inhered in the foreign language requirement traditionally associated with the Ph.D. As regards any common core of subject matter generally associated with the doctorate in education, the only requirements common to as many as half the programs across the country were educational measurement and statistics, educational psychology, and philosophy of education. Beyond that, everything else connected with the doctorate, except the financial and personal difficulties attendant on earning it, could be subsumed under the rubric "diversity." For all intents and purposes, three-quarters of a century after its brave formulation in 1900, the Russell paradigm and the problematics it represented were in shambles(9).

Permit me, then, to move on to my third topic: What ought the education of educators to look like in our own time? In this connection, I should like to make a number of preliminary observations about the world of present-day education and then propose a set of recommendations based on those observations.

I have argued in my recent writings that we have been living through a revolution in education that may be as profound as the original invention of the school. It is a revolution compounded of several elements—the rapid expansion of higher education to a point where one out of every two high school graduates has been going on

to college; the massive shifts in population, from east to west, from south to north, from country to city, and from city to suburb, which have created new and extraordinary clienteles to educate; the movement of women into paid employment outside the home in unprecedented numbers, with prodigious consequences for the family; the changing character of work associated with the emergence of a postindustrial society, and in particular the growth of the so-called knowledge industries; the various civil rights and liberation movements of the 1960s and 1970s, which have so radically changed the management and politics of education(10).

And beneath all of these, and inexorably affecting them, has been the educational transformation wrought by mass television. In 1950, fewer than 10 percent of American homes had television sets. Today, that figure has leveled off at around 97 percent. Moreover, so far as can be determined, at least one member of the average American household is watching television more than six hours out of every 24, with the greatest amount of viewing being done by the very young, the very old, and the very poor. Once one recognizes that television teaches—not only via channels specifically labeled educational but across the entire spectrum of public and commercial programming—the fact of television in 97 percent of American homes being viewed six hours a day itself constitutes revolution. That revolution has drastically altered familial education. It has radically altered the education of the public at large. And it has fundamentally modified the context in which all schooling proceeds.

Most important for our purposes, this complex of revolutions has transformed the traditional profession of education at the same time that it has created a variety of new educating professions—one thinks, for example, of day-care workers, scriptwriters in children's television production units, learning consultants in libraries and museums, training officers in business and industry, and gerontologists in senior citizens' centers. All these people carry on educational work of profound significance that can surely be enhanced via sound professional preparation. Moreover, to be most effective, each must pursue his or her special activities with full knowledge of what the others are doing. Their work as educators is inextricably intertwined; in fact, they are in many ways members of a single profession.

What should the education of these educators look like during the years immediately ahead? In my opinion, we can do no better than to take James Earl Russell's four components and reformulate them in present-day terms. First, general culture. Obviously, educators

working with clients of any age in any field and in any institution ought to be broadly cultivated individuals. And this means that they ought to receive their undergraduate education at institutions where faculty members and students think seriously together about the substance and meaning of a liberal education, and particularly, to repeat Russell's concern, about the relationships among the several fields of knowledge. This is not to suggest that every undergraduate institution ought to reach the same conclusions about these matters; it would be revolution enough in my opinion if the colleges simply began to reflect on them.

Second, special scholarship. Educators working with clients of any age ought to have at least one teaching field in which they are expert or have been expert in the past. No matter how general an educator's responsibilities, no matter how far removed from the diurnal business of teaching, he or she should ideally have mastered some field of knowledge or art sufficiently well to have been able to reflect systematically on the various ways in which it might be taught to clients at different stages of development and in different teaching situations. I myself have taught history in schools and colleges, in public libraries and over commercial television, via brightly illustrated pamphlets written for factory employees and heavy tomes written for other specialists in the field. I have taught history to second-graders, using facsimiles of the *New-England Primer;* to twelfth-graders, using their own programs of study as the point of departure; to school-board members, using their most pressing problems as grist for my mill; to other professors of history, using recent monographs in the field as the basis for my discussion. The approach, the sequence, the level, and the material for immediate consideration differed from one instance to another; in all of them, however, I was teaching the same American history.

Third, professional knowledge. Here, Russell, reflecting the period in which he wrote, tended to concentrate on the history, philosophy, and psychology of schooling, though he was patently aware of the need for trained educators in "trade schools, industrial schools, Sunday schools, reform schools, houses of refuge, and other philanthropic institutions." Given the breadth of today's educational enterprise and the explosion of scholarly knowledge in the relevant humanistic, social, and behavioral disciplines, I would propose a reformulation that would include three elements: policy studies, developmental studies, and pedagogical studies. By policy studies I refer to those studies of the humanities and social sciences that contribute to an understanding of the aims of education, of the

situations and institutions in which education proceeds in different societies, and of the inextricable ties between educational institutions and the societies that sustain them and that are in turn affected by them. By developmental studies I refer to those studies of the humanities and behavioral sciences (including biology) that contribute to an understanding of human development over the entire life cycle and of the various ways in which different forms of education affect that development—of critical importance here would be studies of socialization, enculturation, and learning that clarify the nature and outcome of the educational process. By pedagogical studies I refer to those systematic studies of the practice of teaching and learning in a variety of situations, that unite policy and developmental studies with studies of the substantive characteristics of various fields of the curriculum and with studies of the structural characteristics of various learning environments. In Herbert Simon's terms, pedagogical studies are among the "sciences of the artificial," marked by a quest for systematic knowledge about how to design particular kinds of human environments. As such, they must be pursued in the world of practice—in schools, colleges, day-care centers, libraries, museums, work places, and community agencies, all regarded as centers for creative inquiry as well as for the demonstration of excellent performance. I believe every faculty of education worthy of the name ought to have networks of such institutions associated with it in a research and teaching capacity, in the fashion of the teaching hospitals traditionally associated with medical schools(11).

Now, policy studies and developmental studies might well call to mind the so-called preclinical studies of the medical curriculum, with pedagogy, like pathology, partly preclinical and partly clinical. But the distinction between the preclinical and the clinical has broken down in medical education in recent years and I do not believe it would be a useful one to maintain in the education of educators. Professional curricula in general require a continuing mutual relationship between preclinical and clinical instruction that renders the distinction less useful than Welch's generation thought it might be. I would also remark that a spirit of inquiry must characterize the entire range of professional studies if they are not to deteriorate rapidly into mere didacticism. During the 1950s and 1960s the common solution to the problem of reviving a spirit of inquiry in education courses was to bring them into closer relationship with cognate offerings of faculties of arts and sciences; but too often the price of the heightened spirit of inquiry was the disappearance of any relevance to the problems of education. I happen to believe that the offerings of education faculties can embody both a spirit of inquiry and the required relevance to

educational problems; but to insure that they do so will take a steadfast commitment to both on the part of those faculties that has not always been in evidence in recent years. In addition, education faculties will have to be a good deal more imaginative than they have in the past with respect to grouping and synthesizing the substance and methods of policy studies, developmental studies, and pedagogical studies. There is not enough time for the aspiring educator to study the history, philosophy, anthropology, economics, politics, sociology, psychology, and biology of education seriatim in discrete units; and the current practice of permitting students to select one or another of these studies while ignoring the rest is simply not defensible(12).

Obviously, the discussion of pedagogical studies moves us easily to Russell's fourth component, technical skill. This is the realm in which the professional preparation of educators has been weakest over the years, despite the attention that has recently been paid to so-called laboratory experience in the preservice phase and to so-called competency-based instruction throughout the program. At their best, pedagogical studies join professional knowledge and technical skill in a way that bridges the gap that has historically existed between the two. Pedagogy is not merely a science of design; it is also, in Joseph Schwab's terms, one of the eclectic arts, marked by a quest for practice based on a continually changing calculus of knowledge drawn from many relevant sciences. I believe every candidate for the doctorate in education ought to study pedagogy partly via a rotating internship through a variety of educational situations, where direct participation in the daily business of teaching and learning can be joined to systematic study of tested practice based on continuing inquiry and appraisal. The hallmark of the technically skilled educator in our time ought to be his or her profound awareness of the relationship between what goes on in any particular educational situation and what goes on in all the other educational situations in which the client participates. It is this as much as anything else that dictates both a diversified internship, involving not only schools but libraries, museums, community centers, and the like, and a common professional preparation for the educating professions(13).

A word about the thesis requirement, which has long been a touchy and controversial aspect of doctoral study. My own inclination would be to abolish it in its present form, as too much a mimicking of the Ph.D. program in the traditional academic areas (where the thesis has in any case come under increasing fire as irrelevant to subsequent responsibility and performance). Instead, I would provide ample opportunity in advanced seminars and practica for individual and

collaborative scholarship and performance that can be subjected to systematic review and appraisal by faculty and student colleagues. I would prefer to see one or two solid research papers, a terse scholarly evaluation of an educational undertaking, and a first-class demonstration of teaching skill as the publicly judged fruits of doctoral study in education rather than an overly long, if competent, thesis that will sit unread in the library forever. For those who have something of thesis length to say, the thesis ought to remain an option; but I do not believe we should continue to require it of every doctoral candidate.

Permit me a final thought. James Earl Russell stated his belief in 1900 that general culture, special scholarship, professional knowledge, and technical skill were essential to all educators, not merely the leaders of the profession. I would restate that belief as my own. And I would maintain further that the time has come to require the doctorate for all who would seek entry into the educating professions. Many states already require five years of preparation for a permanent school certificate—the requirement is most often satisfied by four years of undergraduate education joined to a fifth year of professional preparation. I would argue for redesigned programs, not unlike the six-year B.S.-M.D. programs at Northwestern University and Boston University, in which the B.A. and the Ed.D. could be obtained at the end of six years. Through careful planning, the studies leading to general culture would also provide a base for the policy and developmental studies, some aspects of which are surely as liberal as they are professional. Through careful planning, too, the policy and developmental studies could be made to relate to the pedagogical studies far more than has hitherto been the case; and the latter could be started early enough—perhaps in the third or fourth year—that they could enrich the work in the other professional realms. I do not think the decision to pursue a career in education would necessarily have to be made during the senior year of high school, as is the case with the six-year B.S.-M.D. programs; it could probably be made as late as the sophomore year in the right kind of undergraduate program. And, for able individuals who might decide at a later stage to enter one of the educating professions, there would remain the option of the three-year doctoral program following the award of the bachelor's degree. Finally, I am assuming that there would be postdoctoral programs in education, as there are in all the other major professional fields, through which practitioners would be able to extend, deepen, and update their special scholarship, professional knowledge, and technical skill, as well as to gain expertise in such fields as management, supervision, or administration.

As G. K. Chesterton once remarked of Christianity, it is not, after all, that James Earl Russell's ideal was ever tried and found wanting, it is rather that Russell's ideal was never really tried at all. Given the anticipated steady state of American education in the early 1980s, it is unlikely that we shall have a better time to make the attempt.

## NOTES

1 The Langdell curriculum is discussed in Robert Stevens, "Two Cheers for 1870: The American Law School," *Perspectives in American History*, V (1971), 405-548; Arthur E. Sutherland, *The Law at Harvard: A History of Ideas and Men, 1817-1967* (Cambridge: Harvard University Press, 1967), Chaps. vi-vii; and Alfred Z. Reed, *Training for the Public Profession of the Law* (New York: Carnegie Foundation for the Advancement of Teaching, 1921).

2 The Welch curriculum is discussed in Donald Fleming, *William H. Welch and the Rise of Modern Medicine* (Boston: Little, Brown, 1954); and Alan M. Chesney, *The Johns Hopkins Hospital and the Johns Hopkins University School of Medicine* (3 vols.; Baltimore: Johns Hopkins University Press, 1943-1963), I-II. The Mall quotation is from Franklin P. Mall, "The Value of Research in the Medical School," *The Michigan Alumnus*, X (1903-04), 395.

3 The Russell curriculum is discussed in Kenneth H. Toepfer, "James Earl Russell and the Rise of Teachers College, 1897-1915" (unpublished doctoral thesis, Teachers College, Columbia University, 1966); and Lawrence A. Cremin, David A. Shannon, and Mary Evelyn Townsend, *A History of Teachers College, Columbia University* (New York: Columbia University Press, 1954). For the historical context of Russell's curriculum, see Merle L. Borrowman, *The Liberal and Technical in Teacher Education: A Historical Survey of American Thought* (New York: Bureau of Publications, Teachers College, Columbia University, 1956), Walter S. Monroe, *Teaching-Learning Theory and Teacher Education, 1890-1952* (Urbana: University of Illinois Press, 1952), and Geraldine Joncich, *The Sane Positivist: A Biography of Edward L. Thorndike* (Middletown: Wesleyan University Press, 1968). The Russell quotation is from his *Annual Report* to the Trustees of Teachers College for 1900, pp. 13-14.

4 James E. Russell, "The Function of the University in the Training of Teachers," *Columbia University Quarterly*, I (1898-99), 323-342.

5 *Teachers College Announcement* (1909-10), pp. 76, 78, 80.

6 *Harvard University Catalogue* (1920-21), pp. 474-477. For the historical context of the Harvard program, see Arthur G. Powell, "University Schools of Education in the Twentieth Century," *Peabody Journal of Education*, LIV (1976-77), 3-20.

7 *Teachers College Announcement* (1934-35), pp. 6-8.

8 *Teachers College Announcement* (1941-42), p. 15.

9 Harold E. Moore, John H. Russel, and Ronald G. Ferguson, *The Doctorate in Education: An Inquiry into Conditions Affecting Pursuit of the Doctoral Degree in the Field of Education*, Volume II: *The Institutions* (Washington, D.C.: American Association of Colleges for Teachers Education, 1960) and Neville Robertson and Jack K. Sistler, *The Doctorate in Education: An Inquiry into Conditions Affecting Pursuit of the Doctoral Degree in the Field of Education—The Institutions* (Bloomington, Ind.: Phi Delta Kappa, 1971). For the sociological context of contemporary teacher education, see Dan C. Lortie, *Schoolteacher: A Sociological Study* (Chicago: University of Chicago Press, 1975).

10 These ideas are developed in Lawrence A. Cremin, *Public Education* (New York: Basic Books, 1976), and *Traditions of American Education* (New York: Basic Books, 1977).

11 The Russell quotation is from his *Annual Report* for 1900, p. 20. For Simon's formulation, see Herbert A. Simon, *The Sciences of the Artificial* (Cambridge: The M.I.T. Press, 1969). For a recent discussion of the changes that would be required for schools (and, by implication, other educative agencies) to become centers for creative inquiry into the nature and processes of education, see Robert J. Schaefer, *The School as a Center of Inquiry* (New York: Harper & Row, 1967). For the classic formulation, see John Dewey, "The Relation of Theory to Practice in Education," *Third Yearbook of the National Society for the Scientific Study of Education*, Part I (Chicago: Department of Education, University of Chicago, 1904).

12 On the tendency of faculties of education to vacillate between an overconcern for relevance to practice and an overconcern for academic respectability, see Nathan Glazer, "The Schools of the Minor Professions," *Minerva*, XII (1974), 346-364.

13 For Schwab's formulation, see Joseph J. Schwab, "The Practical: A Language for Curriculum," *School Review*, LXXVIII (1969-70), 1-20, and "The Practical: Arts of Eclectic," *ibid.*, LXXIX (1970-71), 493-542. See also N. L. Gage, *The Scientific Basis of the Art of Teaching* (New York: Teachers College Press, 1978).

# THE FUTURE OF AACTE— ITS ROLE ON THE NATIONAL SCENE

## 1978 AACTE Presidential Address


## HENRY J. HERMANOWICZ


I plan to use this occasion to tell you about some of the accomplishments of your organization during this past year, and then to speculate about a few major future activities of AACTE on the national scene. First, however, I beg your indulgence while I engage in personal reflection about this office.

Serving as the elected president of AACTE has been a tremendous honor that I shall never forget. It has also been a series of fascinating learning experiences which have contributed immensely to my own education. As my predecessors can testify and my successors already recognize, the office is not merely one of performing pleasant ceremonial duties. Indeed, the responsibilities have become so diversified and demanding that the honored position on occasion has become somewhat of an energy and endurance test. For example, the president chairs the Board of Directors and its executive committee. The president also serves as a liaison representative to the executive committee of the Advisory Council of State Representatives (ACSR). Every second year the president chairs the coordinating board of the National Council for Accreditation of Teacher Education (NCATE) and my term of office hit that particular year. The president represents AACTE on the Forum of Education Organization Leaders, a coalition of organizations. This year, I also served on the search committee responsible for finding a new director of NCATE. In addition, there were some negotiating sessions that had to be conducted with other organizations. Such experiences have been interesting and rewarding. But if I have passed the energy and endurance test, it has been largely because of the assistance, hard work, and support of a remarkably talented Board of

---


*AACTE President Henry J. Hermanowicz is Dean, College of Education, The Pennsylvania State University, University Park.*

*He delivered this speech Feb. 23, 1978, as outgoing president.*

Directors along with the dedicated efforts of an exceptionally fine AACTE staff and executive director.

**Some Recent Accomplishments**

Part of the increased tempo AACTE and its president have experienced is obviously a result of the critical times we are in. The phenomenal growth and the heydays of the 1960s are behind us. The eight rather depressing predictions of Dave Clark during last year's Hunt lecture[1] certainly could be applicable not only to schools of education but to the totality of higher education which has been characterized as a no-growth industry in American society. However, now more than ever is a time for positive leadership. All of us have been facing fiscal problems at our home institutions forcing retrenchment decisions as well as possible erosion of the quality of program and research efforts. On the other hand, such circumstances clearly suggest the increasing critical need for an organization like AACTE. We, the board and officers of AACTE with your help, have taken a number of positive leadership steps and they bear repeating.

(1) Over the past year we have improved our relations with the National Education Association (NEA), American Federation of Teachers (AFT), and a number of other education organizations, serving in coalitions to help influence and direct needed changes in educational policy or legislation. There is no question that we have established a much more prominent AACTE presence in Washington, D.C., as a result of the work of our staff, the members of our Governmental Relations Commission, and collaboration with the education policy committee of the land grant deans association. Furthermore, we are increasing our tie-in activities with other organizations including AASCUED, AERA, AVA,* and the Higher Education Consortium in Special Education.

(2) In addition, we have reworked the constitution of what is now called the Forum of Education Organization Leaders which serves as a coalition of nine major education organizations with regular advisory input to the U.S. Commissioner of Education. AACTE and the American Association of School Administrators, American Federation of Teachers, Council of Chief State School Officers, Education Commission of the States, National Association of State Boards of Education, National Congress of Parents and Teachers, National Education Association, and National School Board Association are part

*American Association of State Colleges and University Education Deans, American Educational Research Association, and the American Vocational Association. AASCUED is now the Teacher Education Council of State Colleges and Universities (TECSCU).

of this important coalition. In our past two meetings with the Commissioner, the assistant secretary of Education, and the Director of the National Institute of Education (NIE), we have been impressed with efforts to regain some of the ground that education has lost in our national priorities. Indeed, we are pleased that President Carter has called for a 24 percent increase in federal aid to education as part of his 1979 budget. Although it is still somewhat unclear and controversial, I am also generally pleased that President Carter will press to establish a new cabinet level Department of Education. It would be presumptuous to lay claim for all these results, but such developments have not come about without the active support and participation of AACTE.

(3) We have carefully monitored and contributed AACTE input into the operations of NCATE including the recent revision of NCATE Standards. That revision as well as further accreditation project activities also witnessed the excellent leadership of our Commission on Multicultural Education. Through the responsible work of Fred Giles and other AACTE representatives on the NCATE Coordinating Board along with excellent cooperation of NEA, we have broken a political log jam and increased the number of constituent members as well as a public representative to the council without jeopardizing an appropriate balance of power. We have participated substantially in the selection and appointment of a new Executive Director of NCATE and we are extremely pleased to have Dean Lyn Gubser assuming this important position on July 1. We have pushed to make a comprehensive study and reformation of NCATE the number one priority of the NCATE Council.

(4) We have recently received approval and continued funding for co-sponsorship of the ERIC Clearinghouse on Teacher Education for one year with options on four additional years. In essence, it means that AACTE will serve as a principal sponsor of the ERIC Clearinghouse on Teacher Education for the next five consecutive years. Such efforts will continue to strengthen our organizational role as a national communication and data center for teacher education. Furthermore, we are working to make the *Journal of Teacher Education* a more prominent and widely circulated publication for all major audiences concerned with preservice and inservice preparation of education personnel. In addition, we are establishing a Commission on Programs and Projects to seek new developmental thrusts that will enhance our services to member institutions and our national leadership role. We are also creating a new standing Committee on Issues and Resolutions as a mechanism to formulate official AACTE positions on crucial issues. Such positions will be based upon your participation and action during Annual Meetings and will provide us with an opportunity to speak more forcefully as a national organization while establishing positions and directions for our future in preparing education personnel.

(5) With this past Board of Directors election we have revamped our governance structure so that the Board will soon have a balance of six regional and six at-large representatives. In addition, we have built and strengthened our network of state units as an integral part of our governance system, involving the Advisory Council of State Representatives with the chairman of that body serving as a member of the Board of Directors. The Board receives and welcomes regular input from ACSR.

(6) We have tightened the fiscal operations of the Association, utilizing program budgets that correspond to our organizational priorities. We are reviewing the management and results of such programs and services to our constituent members on an annual basis for planning necessary changes in the Association's priorities and subsequent operating budgets. We continue to operate an organization with staffing and services supported more by soft money than by our dues or other income. I think that we have stretched our resources to provide our member institutions with a strong, effective national organization.

(7) And finally, one of my principal concerns has been reasserting the distinctive role and responsibilities of higher education as the training, research, and knowledge-producing arm of the education professions. The theme of this Annual Meeting was an attempt to reaffirm the fact that colleges and universities have the principal responsibility for improving the knowledge base of the education professions. Now more than ever we have to assert the centrality of this role through our publications, commission activities, legislative influence, and Annual Meetings. In my opinion, there has been almost a national preoccupation with power and control as the bases for fashioning the destiny of teacher education. While the politics and governance of preparing educators are vitally important to the entire enterprise, we cannot lose sight of our key role in improving the knowledge base. Such efforts should remain our principal concern, and our responsibility in improving the substance and quality of education personnel development, both preservice and inservice, should remain a main thrust of AACTE.

In this year's Annual Meeting, I have been impressed beyond all expectations with the thematic conference organization and extraordinary recruitment of talent accomplished by my colleague Harold Mitzel and his Planning Committee. As I wrote to the members of the Committee, it is the most substantive Annual Meeting format we ever have been able to put together for AACTE. Let me turn now to what I see as three major developments, all of which are related to our conference theme and the future of AACTE on the national scene.

## Need for Models of Excellence in Teacher Education

I was intrigued with Larry Cremin's Hunt lecture formulation or, more precisely, reformulation of Russell's four components for preparing educators. You will recall that he talked about program components in *general culture* as well as *special scholarship* before focusing upon *professional knowledge*. This third component of *professional knowledge*, according to Cremin, would include policy studies, developmental studies, and pedagogical studies. In my mind, I simply converted those categories into the conventional groupings of educational foundations, learning and human development, and the study of teaching. The fourth component, *technical skill*, would be cultivated in rotating internships involving intellectual interplay and inquiry between actual practice, professional knowledge, and pedagogical studies. My principal surprise came at Cremin's belief that this substantive format for a doctorate in education should be required for all permanent teaching certification.[2]

Interestingly enough, the Cremin proposal appears to be remarkably compatible with the proposals found in the AACTE Bicentennial Commission's chapter on "Designing the Career Long Preparation of Teachers" in *Educating a Profession*.[3] The authors of this report proposed that the preparation of teachers be recast in a substantially reconceived and combined bachelor and master's degree sequence with an additional year of supervised employment as an internship. They also described a third level of professional certification which would verify a mastery of knowledge and skill that Cremin probably would associate with his similar notion of requirements for a teacher-scholar.

In the 1969 AACTE publication *Teachers for the Real World*, B. O. Smith wrote about three interrelated components essential for the preparation of teachers which were analogous to the Cremin-Russell program quadrivium. Smith described a *theoretical component* which included interpretive knowledge and situation-oriented content to develop problem solving; a *teaching component* which would emphasize study in depth of the teaching field including metaknowledge; and a *training component* involving the cultivation of technical skills in field-based complexes.[4]

Our national need for models of excellence and the similarity of such propositions for renovating teacher education suggest that we have reached a point where we must move ahead. Smith, Cremin, Howsam, *et al*, have done us a great professional service, but we cannot merely present or discuss such general proposals about the substantive renovation of teacher education and rest our case. There are some who will argue that five- or six-year programs for preparing teachers are unrealistic and not economically feasible. Still others will insist that the public will not hire products of such programs at higher cost because society's inherent but

undeclared commitment is to mediocre, inexpensive education. I don't agree.

Some critics will add that the blueprint for organizing the professional content is unclear or that such content is insufficiently related to the enterprise of "schooling" at the present time. Here, I have considerable difficulty in accepting Cremin's proposition advocating a doctorate for all permanently certified teachers. We can fall into the historical criticism of past programs becoming enlarged and extended but not necessarily more functional.

However, I think that the time has come when we must judiciously transform such general ideas for improving teacher education into carefully conceived program specifications that will result in a few rigorously designed exemplary teacher education models. I would put my money on tightly reconceptualized five-year programs for implementation and assessment. Such models should be funded by the U.S. Office of Education (USOE) and put into operation in the form of clinically-oriented research strategies similar to those described by Fred McDonald in his recent article "Research and Development Strategies for Improving Teacher Education."[5] I am not talking about resurrecting the former model elementary teacher education program show, but actually funding longitudinal research involving risk capital from USOE, strong support from a few colleges or universities, and very deliberate collaboration with select local education agencies and communities.

I believe that AACTE could serve as a national clearinghouse or coordinating agency for such efforts in cooperation with a number of other national organizations in education. The ultimate aim, of course, must be to improve the fundamental quality of schooling in our society. Such an overall strategy could also provide us with a clearer picture for building the necessary relationships between preservice and inservice teacher education. It is absurd and wasteful to treat them as separate entities or to regard either as independent from improving the quality of education in our schools.

## Inservice Education

Although there have been some excellent efforts in inservice education, in general I believe that inservice education of teachers in the United States has been a national disaster area. We have had disparate efforts ranging from various conventions to county institutes to preschool orientation sessions and various ad hoc workshops, as well as so-called master degree equivalency programs and even selling degrees by mail—all conducted in the name of inservice education. Such random efforts have been pursued with little prior assessment of their actual need, meager conception of design, no coordination of their operations, virtually no state or national policies to guide their direction, and minimal effort to assess the efficacy of

such diversified efforts for producing certain alleged results. Indeed, we even talk at cross purposes about the meaning of inservice education. I suspect most of us generally assume that inservice education would be any formal or informal strategy to upgrade a practitioner's knowledge, competence, or job performance after he/she has completed the initial program of preparation-certification and has become employed. The AACTE Bicentennial Commission report attempted to clarify some of this confusion by describing *preservice education* as emphasizing the generic knowledge, behaviors, and skills needed for initial performance. In contrast, *inservice education* was described as meeting the needs of the particular school system. *Continuing professional education* was depicted as acquiring advanced competence and leadership ability as a teacher scholar largely through advanced graduate preparation and acknowledged by special certification.[6] However, ambiguities related to operational definitions still remain. Furthermore, one gets the impression that the various interest groups, including higher education, have been more concerned with the political, territorial, or control issues than in needs-assessment or conceptualizing delivery systems for most effective results. Thus, we have an abundance of persuasive literature and propaganda, but very little knowledge about the phenomenon of inservice training.

Nevertheless, the needs and potential for inservice education of teachers and other education personnel are enormous. Yarger and Joyce point out that we have more than two million teachers in the field (And I believe that is a conservative estimate), over 100,000 principals and assistant principals, 60,000 or more curriculum consultants, and over 40,000 education professors. This represents a fantastic aggregate of talent, and I suspect, need for dealing with problems of improving the quality of schooling as well as the education professions in the United States. Yarger and Joyce argue that new structures and mechanisms are needed for linking institutions and such rich talents together to attack the problems and needs of inservice education. They insist that ". . . governance, research and development, substantive improvement of schooling, and staff development need to be conceived as a totality."[7]

I believe that AACTE should exercise leadership in focusing upon the entire area of inservice education. Your incoming president, J. T. Sandefur, is even one jump ahead of me. He has already committed the organization to devote its attention to this critically important area as the theme of our 1979 Annual Meeting. I commend J. T. for his excellent sense of foresight.

This brings me to my third area of necessary leadership activity for AACTE.

## Public Law 94-142

Another impending revolution moving quickly from the wings to center

stage is Public Law 94-142. The Act has been characterized as "landmark, block buster, and revolutionary." It is all three. As most of you know, 94-142 often is called a "bill of rights for the handicapped." It requires providing a first-rate education for handicapped youngsters including placing such youngsters in regular classrooms whenever it is in their best interest. Providing free public education to all handicapped children starting at age three is another major stipulation of the Act. P.L. 94-142 also requires that each handicapped child will have an "individualized education program" that is jointly developed by the child's teacher and parents—and the child if possible. Such a program must include an assessment of a child's present achievement level, specification of goals, description of strategies planned to meet the goals, and the means for checking the educational progress toward the goals. Supportive programs for preparing education personnel including inservice education are to be undertaken by the various states.[8] The Act has implications far beyond accommodating the educational needs of the handicapped.

My good friend and colleague, Dean Corrigan of the University of Maryland has been trying to get us to realize that the provisions of 94-142 will alter much of our conventional wisdom and efforts about schooling, teacher education, inservice education, and the preparation of teacher educators. He is right. We asked Dean to spearhead a special committee of AACTE to help formulate some major directions for the organization in becoming a positive national force in facilitating provisions of 94-142 as a means of upgrading the education professions and the quality of American public education. The committee has reported to the Board, and we are moving ahead with such leadership efforts as a major thrust of AACTE.

## AACTE's Future

I have tried to describe some recent accomplishments as well as a few future national efforts of AACTE. I am convinced that AACTE has been a strong and useful organization that really has helped all of us in the field of education personnel development, including nonmember institutions. Like all organizations, colleges and universities notwithstanding, it has room for improvement. With your continued support, constructive criticisms, and participation, it will become an even stronger, more responsive organization. Its present missions, programs, and even governance undoubtedly will change in the future, and should, as a result of careful examination of our changing needs and goals in this complex enterprise of education.

Even now, for example, the title AACTE is somewhat obsolete although it has great symbolic significance. Our organizational missions and those of our member institutions, while having a central focus on teacher education, also involve considerable attention upon preservice and inservice

preparation of a wide variety of education personnel. Some of the personnel we prepare are for positions outside of conventional systems of "schooling." For example, we prepare audiologists who might work in community clinics; rehabilitation counselors for hospitals; adult educators employed by church organizations, business, or the military; instructional systems personnel for industry; and the like. Such individuals are prepared to be in education or education-related fields, and they are teachers only in the broadest sense. In addition, the 789 institutions of AACTE differ in size, sources of support, research commitment, and a host of other variables.

The diversity of member institutions in our organization and their programs would suggest that a more accurate nomenclature for the organization would be the association of colleges and universities in education. Although we have a variety of subgroup organizations and types of institutions within AACTE, I think that we still need an umbrella organization such as ours. However, we will constantly need to redefine our common bonds and mutual interests as the organization evolves. At some point, we may want to consider the creation of more formal assemblies for our subsystems of institutions. We even may want to incorporate the recognition of such subsystems in our governance more deliberately than by our present slatemaking and committee appointment process. Please don't misunderstand me. I am not proposing a renaming or restructuring of AACTE at the present time, nor a deemphasis in the centrality of concern for teacher education. I simply want to recognize that changes in the organization are inevitable and desirable, but they should be based upon thoughtful, long-range planning designed to accommodate changes in our needs and priorities. AACTE has a long and impressive history of providing national support to improve programs for the preparation of education personnel. Now more than ever we are faced with the critical need for the services and strong advocacy functions of an organization like AACTE.

My experiences with AACTE and the issues we have faced have taught me to appreciate more fully the faculty with whom I have worked at Penn State and Illinois State, as well as my fellow classroom teachers back in DeKalb, Ill., where I started in this profession almost 30 years ago. I am proud of having been a teacher and honored at having played a small part in the activities of AACTE to improve programs for the preparation of education personnel. But most of all, I feel privileged for having had the opportunity of working with so many talented individuals on the Board, on the AACTE staff, and in our member institutions throughout the nation. Despite lively differences of opinion and occasional sharp disagreements, which are healthy in any organization, I have been convinced that our hearts and minds are generally on the right side of the angels in trying to advance education in American society. It has been a pleasure sorking with all of you for such a significant cause.

## References


[1]Clark, D. L. *The real world of the teacher educator: A look to the future.* 18th Annual Charles W. Hunt Lecture. Washington, D.C.: American Association of Colleges for Teacher Education, 1977.

[2]Cremin, L. A. *The education of the educating professions,* 19th Annual Charles W. Hunt Lecture. Washington, D.C.: American Association of Colleges for Teacher Education, 1978.

[3]Howsam, R. B., Corrigan, D. C., Denemark, G. W., & Nash, R. J. *Educating a profession,* Report of the Bicentennial Commission on Education for the Profession of Teaching. Washington, D.C.: American Association of Colleges for Teacher Education, 1976, pp. 78-105.

[4]Smith, B. O., *et al. Teachers for the real world.* Washington, D.C.: American Association of Colleges for Teacher Education, 1969.

[5]McDonald, F. J. Research and development strategies for improving teacher education. *Journal of Teacher Education,* Nov-Dec 1977, *28*(6), 29-33.

[6]Howsam, R. B. *op cit,* 102-3, also 125. See also: Massanari, K. (Ed.). *Higher education's role in inservice education.* Washington, D.C.: American Association of Colleges for Teacher Education, 1977. And: Hite, H., & Howey, K. R. *Planning inservice teacher education: Promising alternatives.* Washington, D.C.: American Association of Colleges for Teacher Education and ERIC Clearinghouse on Teacher Education, 1977.

[7]Yarger, S. J., & Joyce, B. R. Going beyond the data: Reconstructing teacher education. *Journal of Teacher Education,* Nov-Dec 1977, *28*(6), 21-5.

[8]See for example: Goodman, L. V. A bill of rights for the handicapped. *American Education,* July 1976, *12*(6). And: Boston, B. O. *Education policy and the Education for All Handicapped Children Act.* Washington, D.C.: George Washington University, 1977.

# AACTE AND THE REALITIES OF TEACHER EDUCATION

## J. T. SANDEFUR

The acceptance of the gavel symbolizing the presidency of the American Association of Colleges for Teacher Education is a highlight of my professional life that I shall never forget. My feelings at this moment are remarkably similar to those I had when I made an acceptance speech upon assuming another presidency—the presidency of my seventh grade class. To understand my feelings on that never-to-be-forgotten day, and to understand that I am not making a trite comparison, you should know that I completed six years in a small rural one-room school in Kentucky and had just entered a six-grade high school with an overwhelming enrollment of over 200 students. I was elected president of a class of 33 equally awed seventh graders. On the following Friday, an all school assembly was held during which each newly elected class president was presented to the student body and asked to make a short speech. I shall never forget my mixed feelings of pride and fear—pride in the honor that I had received from my peers, and fear that I would not be capable of handling such an important job.

Mustering all the courage I could summon, I stepped out before the student body and declared that despite inadequacies I felt, and of which they, perhaps, had certain knowledge, it was my intent to devote my fullest effort toward "leading our class in such a manner that we would become a credit to Calhoun High School and its teachers."

Please be assured I make a similar commitment to you today—that I will devote my fullest effort toward the continued success of our association as it represents us in matters of concern to teacher education. In addition, I am confident that our capable professional staff, your elected board of directors, and the appointed committee and commissions will continue their unrelenting efforts to assure that our association is a credit to our member institutions and to our profession.

We begin our new association year facing a number of realities in teacher

---

*J. T. Sandefur is AACTE president for 1978, and Dean, College of Education, Western Kentucky University, Bowling Green. He delivered this speech Feb. 24, 1978.*

education, some of which will be harsh and difficult to resolve. Most AACTE actions will be influenced in a proactive or reacting way by the realities as seen by your leadership team of professional staff and elective officers. The courses of action and directions we take may not always please everyone because the first reality we must face is that we are an association with institutional diversities of philosophy, size, function, and loyalties. We are bound together by our common interests in teacher education and our dedication to the improvement of our profession. To achieve our purposes, we need your patience, your understanding, and especially your continued support.

## AACTE Faces the Realities

What are the realities in teacher education? How will they affect our association? I do not profess to know all of the answers, but I have identified some of the realities we face. I will identify briefly some areas that I believe are deserving of our associational attention.

1. An important reality is the not-so-recent discovery that we are truly a plural society; the "melting pot" theory has not worked, and, in the words of a well-known AACTE publication, there is "no one model American." We continue to be faced with the problem of preparing teachers who can perform effectively in various segments of our pluralistic society. AACTE's Commission on Multicultural Education is responsible for developmental activities in this important area and has made significant contributions. But it would seem appropriate that the commission direct some attention during the year toward the identification and description of the effective teacher in multicultural/multiethnic settings, and the development of programmatic models for producing such teachers.

2. A second reality is the more recent discovery that sex roles have changed. Women have demanded and received admission into occupational, vocational, and professional roles to which they had only limited access, or no access, in the past. Educational institutions have not responded fully nor effectively to the new and evolving demands for equal rights.

3. A third significant reality of which we are all aware is organized teachers. With effective organization, teachers have a political, as well as professional voice. They have won the right to negotiate for salary, working conditions, and roles in governance. I fully support AACTE efforts to effect a more harmonious relationship between the training arm and the practicing profession. President Hermanowicz was, in my opinion, highly effective as AACTE's spokesman for higher education in dialogues with organized teacher associations on issues of governance. I hope to continue his example of collaboration and to exhibit the same kind of openness and willingness to explore new and better ways of joining our efforts to improve teachers and teaching.

4. A major reality we face in our institutions and in our association is inadequate financing. It is paradoxical that our institutions face a demand for reform and revision of our teacher education programs, expansion and refinement of our staff development activities, and increased service to schools at a time when inflation and declining support have caused us financial crises. It is my opinion that the formula for funding schools and colleges of education that is based on credit hour production is antiquated and in need of revision. If, as we must believe, teacher education must participate in new and different forms of inservice education activities, supply nontraditional types of adult education, become more field-based, and service practitioners more effectively, then our formulas for funding must be changed to take into account our noncredit generating activities. It is my hope that AACTE can provide leadership in studying our funding needs, and be influential in the resolution of our problems.

There are other realities. In the interest of time, however, let me move to issues as our AACTE members have seen them. Charles Bruning, professor of education, University of Minnesota, and former chairman, Advisory Council of State Representatives (ACSR), recently completed a survey designed to place in priority order 38 issue statements. Those 38 statements then were grouped into nine basic issue areas: accreditation and quality control; admission, selection, and screening; finance, governance/collaboration; involvement of teacher education in schools; preservice/inservice; research, staffing problems, and supply-demand. Bruning collected data from all AACTE member institutions and other selected educational groups. Respondents ranked preservice/inservice the highest, and governance/collaboration second. The main issues in these areas were, in the language of Bruning's survey instrument:

1. The need to retain and/or reestablish viable relationships with teacher organizations as well as associations of school administrators and school board members.
2. The need to address the growing power and authority of state departments of education and their impact upon teacher education.
3. The need to exert additional effort to attain a more appropriate role for institutions of higher education in teacher centers programs.
4. The need for institutions of higher education to obtain greater representation on the professional practices boards.
5. The need to enhance and/or establish credibility among teachers and other school personnel regarding higher education's role in inservice/continuing education.
6. The need to respond to federal government mandates for new teachers or retraining teachers arising from legislation: e.g. P.L. 94-142 (mainstreaming, career education, the educationally disadvantaged, etc.).

7. A need to reassert that teachers should be trained as professionals on a university campus rather than as members of an occupation trained through the apprentice process.

These, plus many more, are realities that AACTE *must* face; that we as institutions of higher education *must* face. Moreover, they are realities that *can* be faced. I, for one, am somewhat tired of pessimistic proclamations about the future of teacher education. Certainly, we have been somewhat shaken by a deluge of criticism in recent years. But times *are* changing, and new responses *are* needed. AACTE and teacher educators *are* responding. We recognize the need for adult learning. We recognize that college professors need to work in different modes and settings to be most effective in inservice education for school practitioners. We recognize that we must develop new alignments and share governance in new ways. We recognize these realities and we are responding to them.

I see evidence that we are responding, at least in some of our institutions, by 1. providing effective, relevant, staff development activities to our professors to help them see the changing face of teacher education and their new roles if they are to be effective. 2. I see evidence that teacher educators are rethinking teacher education curricula; that we are working to eliminate nonproductive programs and courses and replacing them with relevant, programmatic efforts to help teachers to be more effective in their jobs. 3. I see increasing evidence that we are preparing instructional personnel for nontraditional settings. 4. I see evidence of increased interest in better funding for teacher education, a recognition that no longer can teacher education be funded through credit hour production only, but that we must be funded for service activity as well.

AACTE will continue to provide leadership. I can report to you that, to my knowledge, your board of directors will continue to support the ongoing thrusts of the association. For example, the Governmental Relations Commission, in cooperation with committees of the Association of Colleges and Schools of Education and State Universities and Land Grant Colleges and Affiliated Private Universities and, more recently, of the Teacher Education Council of State Colleges and Universities is rigorously lobbying for legislation favorable to teacher education. The multicultural commission is active and productive. The publications thrust is both visible and viable.

A new thrust has been added—a new commission called the Program and Projects Commission has been funded in a limited way, and will begin to function during the year on the cutting edge of programmatic and developmental activity in teacher education.

Moreover, I can report that in recognition of the importance of inservice education activity, the theme of the 1979 annual meeting will be inservice education. The program committee has been appointed and has met during

the past three days. They will be active during the year and will, I am certain, be pleased to hear your ideas and suggestions.

I believe that the most significant reality of all is your evident support of your association. Support you evidenced by your endorsement of a dues increase to enable your association to better serve its members, support that was shown by your attendance at this 30th Annual Meeting of AACTE, support that was shown by your enthusiastic attendance at the excellent programs provided at this meeting, and support that you continue to show through your willingness to serve your association whenever called upon to do so.

Despite the realities, and because of them, I look forward to this year that I will serve as your president and chairman of the board of directors. Please let me know your interests and your concerns. The board of directors and the staff will make every effort to respond to them in an effective way.

Thank you for the high honor you have given me. I look forward with anticipation to the opportunity of working with Ed Pomeroy, his competent professional staff, the board of directors, and with you.

# EDUCATIONAL RESEARCH IN AMERICA: FANTASY AND FULFILLMENT

## PATRICIA ALBJERG GRAHAM

This opportunity to speak to the AACTE is an occasion for me to return home professionally. For more than half my professional lifetime I have been directly involved in educating teachers. For most of the balance of my professional life I have been a teacher myself. Once in a while I have even done a little research or some administration. During much of this time I have been critical of the effectiveness of our colleges and universities in working with teachers and with the emphases—or lack of it—that many institutions placed on their pre- and in-service programs for teachers.

Generally, it has seemed to me, that the priorities of our institutions have excluded teachers from our research and practicum efforts. We have looked to other questions in education that seemed more important, or if not more important at least more manageable. Nowhere is that clearer than in the efforts throughout the nation in this century to change the names of institutions from "teachers colleges" to state colleges and to state universities. This change in name signifies to me an important symbolic shift, one that reflected our own uncertainty over the centrality of the role of teachers in the educational process. In the remarks I give today, I want to return to the centrality of the role of the teacher in education and how, I believe, we must recognize that centrality. The key position that teachers hold is, of course, subject to many other pressures. An excellent teacher, for example, may have a very difficult time if the school in which he or she works is poorly administered. Conversely, many teachers can be substantially helped by an able and sensitive administrator. The administration can substantially affect the educational climate of a school, but the teachers remain the ones who actually assist the students in learning. That is what good teaching is.

I believe that too often our research in education has not attended enough to these simple truths about the centrality of teaching in education. In the time available to me today, I would like to divide my remarks into two parts. First, I will discuss several general problems in educational research.

---

*Patricia Albjerg Graham is director, National Institute of Education, Washington, D.C. She delivered this speech Feb. 24, 1978.*

Second, I will share some of the new plans and priorities of the National Institute of Education.

Three difficulties have characterized educational research and development in America during much of the past 50 years. Each has contributed to the low esteem in which educational research has been held. Each has reinforced the notion that educational research has been inadequate, misguided, and irrelevant to the problems of educational practitioners and consumers. By recognizing these problems of the past, we can be in a position to correct them, to benefit from our predecessors' experience, and to address through research the important educational problems of the present and the future with greater clarity and effectiveness than we have up to now.

## Consequences of Problems

The first problem is that we have demanded too much from our educational system. American society has tended to view our school system as a cure for all our problems. Boosters of education have always believed that they could best promote the extension of schooling by promising that if more people were educated valuable consequences would result for our society. The specific promises for education and expectations from it have varied with the times. Our 17th century Puritan ancestors believed that education would produce spiritual salvation. Thomas Jefferson in the 18th century assured us that the education of the citizenry was a necessary step for a democratic society. In the 19th century, Horace Mann convinced citizens of Massachusetts that the moral tone of the state would be enhanced by a publicly funded educational system. More recently, we have called upon education to provide greater social and economic mobility for its recipients. Jacques Barzun in 1945 summed up this problem of elevated and contradictory expectations well:

> Sociologists and the general public continue to expect the public schools to generate a classless society, do away with racial prejudice, improve table manners, make happy marriages, reverse the national habit of smoking, prepare trained workers for the professions, and produce patriotic and religious citizens who are at the same time critical and independent thinkers.

Perhaps it is fortunate that Horace Mann and the Puritans made their arguments for schooling prior to the existence of an educational research enterprise in this country. The research design to determine either eternal salvation or morality is elusive indeed. But it is easier to measure mobility. When the more recent promise of promoting social and economic equality through education was assessed and challenged by researchers, the public assumed that education had failed. Few practitioners or researchers challenged the question itself, namely "Should education by itself be expected to produce changes in the social and economic order?"

There are several negative consequences when research concentrates on questions dictated by unrealistic societal expectations for education. First, the results which researchers report are generally negative, which reduces practitioner morale and lowers the status of education in general. Second, since the reputation of researchers is, in a sense, tied to the perceived success of its subject profession, educational research also suffers. But, most important, by devoting attention to the social impact of education "outcomes," researchers are neglecting study of the internal processes and problems of education.

We must recognize that education is important enough that we must study it itself, not just what the consequences of education for society are. We must recognize that the primary reason we educate people is not for salvation, morality, or mobility, but for literacy. There may be other useful side effects of education, but literacy must be our first goal. In the past we have been reluctant to argue that mere literacy in its broadest sense was adequate justification for the educational system. Until we are willing to accept that the principal business of the educational enterprise is to make persons literate—able to read, write, manipulate symbols, and develop independent means of making judgments and determining actions—we will continue to charge the educational system with undertakings in which it is doomed to failure. More important, we will misunderstand the central purpose of education itself. Education is not simply a means to an end; it is a legitimate end in itself. Achieving literacy for our total population is a difficult challenge. We are unlikely to achieve genuine progress towards universal literacy unless we place it as the preeminent goal for the educational system.

I should add to that I am not simply in favor of a narrow "back to basics" movement in teaching methods for materials. The basics are a part of the "literacy" toward which we should be aiming. By "literacy" I mean the ability to read, write, manipulate symbols, and develop independent means of making judgments and determining actions. I am arguing for the broad goal of preparing students with the many skills they will need to function effectively. Such skills provide access both to varied employment possibilities and to greater opportunities for personal fulfillment. Both consequences are vital.

In arguing that it is unreasonable to expect education by itself to equalize income and eliminate social class, I am not taking the position that education should enforce the status quo. To the contrary, one of the major goals of the NIE is to improve equality of educational opportunity.

So the first point I have made is that we must have enough confidence in the importance of education to value research which focuses on the educational process itself rather than mainly on the societal implications of education.

The second problem which has characterized educational research has

been the problem of disciplinary rigor. In my view, the last 70 years have been one long turgid debate about whether there is a discipline of education. Colleges and departments of education within universities have had to overcome a number of handicaps in their battle for academic status and acceptability. Education is a relative newcomer to the university community. As an applied or clinical enterprise which trains practitioners, education has had to share the accusation of academic impurity also leveled at medical, law, and business schools. But education has carried the additional burden of producing practitioners who were not rich nor who possessed high occupational status in the eyes of the larger society.

Given these problems, it is not surprising that educational research has responded—or perhaps, I might argue, has overreacted—with a stress on methodological purity. In part because the highest academic status has traditionally been enjoyed by the quantitative methods of the hard sciences, educational researchers have "gone empirical" with a vengeance.

The scientific method, as it has percolated down through the social sciences, has become exceedingly popular in educational research. Few dissertations and few research articles are free of elaborately designed empirical procedures, drawing upon statistical models which are sometimes forced but always in vogue. This empirical emphasis has brought rigor and sophistication to research in a number of important educational issues. Some of these studies have been very valuable. But it has also led education researchers to limit their choice of problems to ones suited to these research strategies and methodologies. Thus the study of education has taken on unspoken parameters, excluding those problems which are not amenable to investigation by these means.

The third issue is the selection of suitable topics for research. Educational research often views the practice of education from a scientific perspective. This perspective contains important assumptions about how to study and how to improve education. Scientists assume knowledge arises from the rational decomposition of behavior into analytically distinct elements, isolating one discrete element or variable and controlling every other factor. This knowledge is analyzed or aggregated in the laboratory or the scholar's study and is applied to the world of practice through a variety of external interventions. These reforms share the characteristic of trying to make the practice of education more "scientific."

For example, most efforts to improve teaching in the last 20 years have focused on improving the scientific quality of what teachers knew, or in how they communicated their knowledge to students. Thus we devoted resources and energy to basic research in cognitive development, developed curricula which were lauded as being "teacher-proof," or designed dissemination networks to provide teachers with up-to-the-minute knowledge on how to teach, what to use, or how to use it.

However, as William James told us nearly 100 years ago, education is an

art as well as a science, an admonition that NIE's authorizing statute recognized in 1972. To the extent that teaching is an art, we may need to reexamine many of the assumptions between our research and development strategies.

Artists and craftsmen rely on intuition, accumulated experience, and informed judgment rather than rational analysis and self-conscious methodologies. "From this perspective the improvement of teaching might emphasize strategies which support the refinement and criticism of practice, including expanding opportunities for interchange between teachers, increasing the quality of supervision and apprenticeship programs, or creating opportunities to experiment with new techniques in clinical settings. But the fact remains that many of the topics we chose are not the crucial topics in educational practice.

The combined effect of the phenomena I have described in the development of research suggests that we must for the future begin to build a new set of expectations and research postures if we are to be more successful in addressing the major problems of educational practitioners. I do not mean that we should look for a single research paradigm to serve as a panacea; nor do I mean that we should abandon the methodological expertise and the substantive work done as a result of the pressures I have cited. We are not dealing with a simple "theory versus practice" problem. We are dealing with an enormously complex problem of theory and practice in research and development, in which many desirable outcomes may not be as "measurable" as they are in more purely scientific research.

The really "hard" questions involved in educating for literacy, because they do not lend themselves easily to the "hard" disciplines, challenge our ability to provide answers. But I am less concerned about the difficulties of finding answers than I am in insuring that we focus on significant questions.

In terms of research, an overemphasis on the scientific method has led us to prefer the "do-able" to the significant topic. Sometimes we have eschewed topics that are complicated, human issues, preferring to undertake less emotionally freighted ones. The problems of education are human problems, not laboratory ones; and if we are to improve education through research, then our research must be on subjects that deal with the essence of these complicated dilemmas. Such research will require greater intellectual risk-taking by the scholars and practitioners undertaking it. But when it is successful, the increased understanding will be substantial and important. In recent years research methods have been developed which do address more directly the questions of how to improve educational practice. Research in classroom settings and case studies both deviate from more formal approaches and make great demands on intuition, on "elegance" of analysis, and on continuing interaction with educational practitioners.

Research in classrooms themselves makes use of fundamental research

techniques but applies them in school settings with a focus on problems of practical concern to educators. Such collaboration between researchers and teachers permits the distinctive insights of both to blend into a research design that encompasses both views.

## Major NIE Goals

As we have developed our goals and our future budget requests at NIE, two major objectives have emerged from our deliberations. These come from our Congressional mandate and the policies of the National Council on Educational Research as well as from our frequent consultation with educators and lay people throughout the United States. In broad outline, these goals are to increase educational opportunity by addressing issues of educational equity to plan all of our activities so that they will be realistic in helping to improve local educational practice. We intend that these goals not simply be an agenda for a research program, but that they permeate how we are organized, what procedures we establish for decision making, and how we communicate the results of our activities. Let me comment briefly on each of these major goals.

By educational equity I mean efforts to reduce the predictive value of race, sex, and social class in determining educational achievement. This will not be done quickly, but the goals must be pursued. This mission is fundamental in our mandate from Congress.

This year we are beginning several efforts to build on our previous work in the area of equity. We are establishing an annual Educational Equity Research Grants Program which will focus on five major issues: (a) research on *desegregation*, with special emphasis on case studies of exemplary methods of educating students in desegregated settings; (b) studies involving *multicultural* and *bilingual* education; (c) research on *women's education*, including the problems of sex role stereotyping; (d) work on *behavior problems* in schools; and (e) special studies of *legal issues* in the equity area. I might add that we believe the format of a grant competition, rather than Requests for Proposals for contracts, may attract a broader group of researchers who would prefer to formulate their own research design within the greater flexibility of grants.

The second mission of NIE is a commitment to the improvement of educational practice. As in the case of equal educational opportunity, we intend that this goal should be reflected in every aspect of our organization and program. We will strive to insure that all our work is directly related to improvement of local educational practice. This mission has guided our selection of research topics, the choice of design strategies and funding mechanisms, and plans for utilizing the results of our research. The administrative reorganization plan that we submitted to the U.S. Department of Health, Education, and Welfare illustrates our efforts to address these central issues of equity and local educational practice. We

now intend three major program units: (a) Teaching and Learning, (b) Educational Policy and Organization, and (c) Dissemination and Improvement of Practice. While no organizational scheme ever guarantees positive results, we are modestly hopeful that ours will not impede but will indeed assist in fostering research that will enhance equity in education and will improve local educational practice.

Specifically within the next year we will focus our research efforts on new initiatives in four areas: (a) increasing student achievement, (b) improving teaching, (c) revitalizing urban education, and (d) relating secondary schools and youth policy. To give you a flavor of the types of projects we are planning, I will describe some of our strategies in the area of improving teaching.

One group of programs will be organized to identify and describe effective teaching practice. These projects will utilize a variety of fundamental research techniques to study the complex relationship between teacher characteristics and student achievement. This research will include special attention to teachers who work with students from varied backgrounds. We know that the greatest challenges for today's teachers arise from the diverse needs of children from different social, ethnic, racial, and language backgrounds as well as the social and learning problems of the physically and mentally handicapped. We do not expect that our research will uncover panaceas, but we hope it will strengthen and assist successful teachers in sharing their skills and strategies with their colleagues.

A second cluster of studies will deal with the professional development of teachers. In this area we will explore methods of sustained, individualized technical assistance to teachers, studies of approaches to school decision making that facilitate true teacher involvement in curriculum and instructional issues, and development of models of improving the career opportunities of teachers.

Third, we will continue an existing effort which is examining the special needs of the beginning teacher and the development of first-year internship programs that have been mandated in several states. Finally, we plan to conduct a variety of policy studies related to state and local certification systems, and projections on the supply of and demand for teachers.

## A New Era of Humility and Pride

Let me conclude by observing that I hope we are entering an era of combined humility and pride in education. The humility stems from our recognition that education alone cannot change the social and economic order. Both our research and our human experience attest to that. Humility also springs from our awareness of the tremendous difficulty we face in bringing to satisfactory levels of literacy our entire population. We have not done that yet, and we must.

Our pride results from the knowledge that we are engaged in a vital enterprise. Too many of us have friends who believe their jobs are meaningless, unimportant, remote from issues critical to the society. We in education, particularly those of us who teach, can suffer no such sense of isolation. Let us recognize that our work, though difficult, is important. As educators, we provide our students with the skills to transcend the boundaries of their personal experience. We provide the entree to a world beyond themselves. Being able to read, to write, to manipulate symbols, to develop independent means of making judgments and determining action—in short, to be literate—is to be able to partake of the world as broadly as one's talents permit. We as educators help people to do that. We are chagrined by our failures, but we must take pride in our successes and in the significance of our enterprise.

# WHAT HAPPENED IN THE STRANDS?*

Eight strands to provide depth and breadth on current research about the career cycle of teacher education were built into the 1978 Annual Meeting program design. Not only should participants have left the Annual Meeting with a grasp of the state of the art in a research speciality, but also with a renewed sense of the importance of the search for new knowledge to meet pressing needs of change in educational staffing. The following is taken from the Friday morning panel summary and synthesis of the two days of strand sessions.

## STRAND I: Selection and Retention of Students in Preservice Teacher Education
## STRAND II: Specifying Teacher Education in Measurable Terms

Detecting that medical school selection research is gleaned from education, Jeanne Wardian, Gonzaga University, Spokane, said, "We perhaps haven't operationalized as well as they have," and suggested that teacher educators "think along that line." In her synthesis of strand I, she found that selection of students, "a critical part of retention," is often neglected in formal research. Available research is treated more as predictors of strengths and weaknesses used to individualize programs for effective retention. About strand II, Wardian remarked on the "degree of sophistication of data and evaluation" related to competency-based teacher education (CBTE). She referred to programs at Oregon College of Education, Monmouth, and The University of Toledo, Ohio. Elements of the original CBTE model, she said, are no longer viewed as a strategy for teacher training and curricula development, but have been refined and adapted, and "whether it is called that or not, it is there."

## STRAND III: Maximizing Student Teaching and Other Field Experience Outcomes

In strand III, synthesizer Kevin Ryan, The Ohio State University, Columbus, found the same problem—progress in using field experience as

*"Strands"—small groups set up to provide intensive followup of major program segments—were held twice on both Wednesday and Thursday of the Annual Meeting. Synthesizers reported major conclusions, and abstracts of their reports are included in this section.

a training device is hampered by "limited theory, little fundamental research, and little use of concepts from related disciplines." Adequate laboratories for clinical experience are costly. Ryan commented, "Until we as a profession can define a good teacher education laboratory in public schools, we will obviously never get the resources required." Student teaching is popular and has obvious opportunities. However, group norms and school organizational culture tend to make student teachers more discipline oriented, more custodial in role sets, and less democratic. Recommendations were made to conceptualize laboratory experiences as part of selection rather than training. State of the art papers on microteaching and simulation showed that although these training methods are widely used, it is unclear that they are effective. Three years of research on protocols, supplements to learning concepts in field and classroom, have shown among other things that knowledge retention has been as high as 90 percent of original learning, and over 5,000 protocol products are in use. Calling for "serious reflection on teaching models," Ryan said, "we may actually be doing teachers a disservice by equipping them with teaching models that require substantial amounts of experience before they can be used successfully." Ryan noted that thoughtful recommendations were put forth in two papers on clinical experiences in multicultural education and mainstreaming.

## STRAND IV: Preparing Teachers to Integrate Children with Special Need into Regular Classrooms

## STRAND V: Preparation of Education Personnel for Innovative Prescriptive Teaching Programs

"Realistically, the knowledge base does not exist with respect to spcial needs in regular classrooms," reported strands IV and V synthesizer G. Wesley Sowards, Florida International University, Miami. He termed research on mainstreaming more "belief based" than knowledge based. Teachers and educators are enthusiastic about federal legislation (P.L. 94-142), but Sowards expressed concern that mainstreaming "may have as many deleterious effects as beneficial ones on students in the classrooms," and that proponents may be seriously underestimating costs, thus creating more problems. Areas needing research, Sowards pointed out, are: closer parent-teacher partnerships, individualized instruction; criterion-referenced evaluation systems; classroom organization and operation models and teaching models; clarity of definitions; faculty understanding of inevitable curricula revisions; and more communication between special education and elementary education faculties.

In discussing strand V, Sowards said that while not new to teacher education, diagnostic-prescriptive teaching, a technical term for individualized instruction and learning, remains a powerful and demanding

practice. He acknowledged the many state-of-the-art advances over the past 10 years, primarily through the work of research and development centers and regional laboratories. They have developed curricula and instructional systems that, he said, if accepted by teachers, are ready for use to help realize goals for individualized learning. Sowards expressed concern about establishing effective communication between the laboratories, teachers, and teacher educators to make these systems known and get them into practice.

## STRAND VI: Follow-up Studies in Evaluation of Teacher Preparation Programs

Commenting on strand VI, Kevin Ryan said that many follow-up studies are often done under great duress, generated by external forces. There is a lack of motivation to finance evaluation of graduates, he said. He called for standardizing traditional evaluation questionnaires. Follow-up studies should be developmental, building on each other, and they should be based on clear planning or theoretical framework. Reporting that 42 percent of NCATE-accredited institutions are doing no follow-up evaluation, Ryan said that institutions can anticipate greater emphasis next year on NCATE standards relating to evaluation. (Refer to page 10, *Standards for the Accreditation of Teacher Education*, National Council for Accreditation of Teacher Education, 1977. Standards become effective Jan. 1, 1979.)

## STRAND VII: Relationships between Teacher Behavior and Student Learning
## STRAND VIII: The Evaluation of Teaching and Career Decisions

Findings reported in strands VI and VIII are "richly suggestive," but are not prescriptive, said synthesizer James Raths, University of Illinois, Urbana. While there is much data available, he remarked that generic teaching skills seem not to exist, and that some learned skills may be helpful to some students and "actually hurtful for others." Viewing teaching as a holistic system, he advised caution in interpreting and extrapolating results and awareness that side effects do occur in behavior studies. Data suggest that direct instruction is important in teaching basics, that teacher education students need to learn analytic skills for assessing pupil signals, that students need more practice in making ethical judgments, and that means of "consuming research ought to be in our programs," Raths continued. As a possibility for teacher education he related Ned Flanders' (of Oakland, Calif.) proposal for two distinct teacher education programs in all colleges that would be tested and evaluated against each other. Another alternative would link placement with teaching of methods. Raths warned that the data seem to be looking only at teaching basics, and should not be used "to make harsh judgments about teaching."

Assisting with the strand syntheses and summaries were Robert Branch, Gonzaga University; Edell Hearn, Tennessee Technological University, Cookeville; Lou Kleinman, University of Miami, Fla.; and Theodore Manolakes, University of Illinois, Urbana.

# DISTINGUISHED ACHIEVEMENT AWARDS

## 1978 DAA AWARDS

### FOR DISTINGUISHED ACHIEVEMENT

"Educational Professionals for Indian Children"
Northeastern Oklahoma State University, Tahlequah

### CERTIFICATES OF RECOGNITION

"Center for Child Development and Education"
University of Arkansas at Little Rock

"Program for Alternative Careers in Education"
Herbert H. Lehman College of the City University of New York, Bronx

"School Based Teacher Educator Program"
University of Houston, Texas

### AWARD FOR OUTSTANDING WRITING

"Quasi-Clinical Inquiry in Research on Classroom Teaching and Learning"
David C. Berliner, University of Arizona, Tucson, and
Charles W. Fisher, Far West Laboratory for Educational Research and Development, San Francisco, California

### RECOGNITION ROLL FOR SOUND PRACTICE

"Multi-Occupational Modules"
Bowie State College, Maryland

"Human Relations Program"
College of Saint Catherine, St. Paul, Minnesota

"Educator-in-Residence"
The University of Kansas, Lawrence

## PANEL OF JUDGES

Richard C. Kunkel (Chair)
Chairman, Department of Education
Saint Louis University, Missouri

Oral Ballam
Dean, College of Education
Utah State University, Logan

Dale F. Nitzschke
Dean, College of Education
University of Northern Iowa, Cedar Falls

Janice Weaver
Dean, Professional Studies
Glassboro State College, New Jersey

Vergial S. Webb
Professor of Education
Morgan State University, Baltimore, Maryland

Richard Wisniewski
Dean, College of Education
University of Oklahoma, Norman

## DAA RECIPIENTS

1977

Western Illinois University, Macomb

1976

The University of Vermont, Burlington

1975

Memphis State University, Tennessee

1974

Oregon College of Education, Monmouth

1973

State University of New York College at Cortland

1972

Temple University, Philadelphia, Pennsylvania

1971

Weber State College, Ogden, Utah

1970

Marshall University, Huntington, West Virginia

1969

The University of Connecticut, Storrs

1968

University of Maryland, College Park

1967

University of Georgia, Athens

1966

Central Missouri State University, Warrensburg

1965

Central Michigan University, Mount Pleasant

### For Distinguished Achievement

### Northeastern Oklahoma State University, Tahlequah

**Elwin Fite,** *Acting President and Chief Institutional Representative*
**M. L. McClure,** *Dean, College of Behavioral Science*
**R. Fount Holland,** *Associate Professor and Project Codirector*
**William R. Thorne,** *Project Codirector*

### Education Professionals for Indian Children (EPIC)

EPIC is designed to increase the number of Indian educators capable of effective teaching in an Indian culture. It is a cooperative venture with the Cherokee Nation, and tries to maintain traditional Indian philosophy that educating the Indian child belongs to many groups and individuals, mainly teachers, counselors, administrators, parents, the Indian community, and the tribe.

Three separate programs are available:

PRE-INTERN TEACHING PROGRAM, for Indian students who are planning or exploring Indian education as a career.

INDIAN INTERN TEACHER TRAINING PROGRAM, for senior students definitely planning to enter Indian education.

SCHOOL GUIDANCE AND ADMINISTRATION, for graduate students in education.

All three provide academic, seminar, and field training experiences in schools attended by significant numbers of Indian children. NEOSU students learn to relate the efforts of teacher-counselor-administrator to provide total education for Indian children. The graduate program offers flexibility in career choice because of the built-in dual training in counseling and administration, and it will increase the number of Indian women eligible for administrative positions in education.

EPIC was started in 1973 with funding under the Education Professions Development Act, Indian Set-Aside Program. 1976-77 funding changed from EPDA to Indian Education Act, Title IV, Part B. EPIC's budget totals $153,296.

Since its beginning, 138 students have successfully completed the Intern Teaching program. All have completed requirements for teacher certification. Of those graduated from the program, 94 percent have received initial employment, with 78 percent working in some aspect of Indian education in public or Bureau of Indian Affairs schools, or with tribes and Indian organizations.

Oklahoma has the nation's largest Indian population, but a 1976 survey identified only 15 Indian counselors, 21 administrators, and 288 teachers.

### Certificate of Recognition

### University of Arkansas at Little Rock

**G. Robert Ross,** *Chancellor*
**Jerry Robbins,** *Dean, College of Education, and Chief Institutional Representative*

**Rose A. Berry,** *Chairperson, Department of Elementary Education*

### Center for Child Development and Education

Popularly called the Kramer Project, the Center for Child Development and Education blends three traditionally separate forms of education—early childhood education, public elementary education, and educational day care—to help insure continuity from preschool to elementary school with minimum disruption and maximum conceptual consistency.

The Kramer Project contributes to preservice and inservice teacher education. It provides students the opportunity to witness the meaning of "developmental continuity" in concept and in planning an educational program. It provides faculty with a site to try new curricula on students of a wide age span.

Several major efforts at Kramer provide inservice training opportunities for teachers: Project AWARE, Project LEAD, Parent Involvement, Aide Enrichment, Faculty Meetings, Community Awareness, and Outreach.

Project AWARE, in its seventh year, is a social development program for kindergarten-elementary school children to help them understand themselves and their peers, and to facilitate their respect and concern for themselves and others. Project AWARE has spawned an inservice graduate course and weekly workshops for staff development. It is now a vital component of the elementary curriculum in all schools in Little Rock, and is being explored for use in other parts of the state, nation, and world via outreach programs.

Unique to the center is its joint sponsorship by a number of agencies and institutions. The University contributes $50,000 per year. The Little Rock School District funds the elementary program and gives $50,000 for preschool and elementary day care. Arkansas Social Services, through Title XX monies, covers the educational day care components, including full day care for 69 children between six months and five years, and parttime care for 42 school children.

## Certificate of Recognition

### Herbert H. Lehman College, City University of New York, Bronx

**Leonard Lief,** *President*
**Richard L. Larson,** *Acting Dean, Division of Education, and Chief Institutional Representative*
**Bernard Flicker,** *Associate Professor, Secondary and Continuing Education, Program Director*

### Program for Alternative Careers in Education (P.A.C.E.)

P.A.C.E., a nontraditional program combining teacher and human service career education, prepares undergraduate liberal arts majors to function as educators in a wide range of educational and human service institutions.

The program's core combines a student-designed learning contract, developed with faculty advice and an on-going, agency-supervised internship.

Humanistic education is considered a fundamental principle, and is essential for self-development. Students and faculty design and implement program activities to help achieve performance based competencies. Students choose from learning resources consisting of seminars, workshops, tutorials, independent study, and off-campus activities that tie in with achieving competencies.

The competencies are broken down into generic categories: organization of learning; assessment of student functioning and achievement; management of groups; and dynamics of interpersonal relations. In addition, students must demonstrate competencies in academic content and methods of teaching specific subjects at elementary and secondary levels.

Internships emphasize the agency supervisor as the trainer of the student, rather than the college faculty. Field agencies include public and private

institutions engaged in some form of education or training—museums, prisons, community drug programs, hospital programs, centers for emotionally disturbed children and for the aging, and many more. Funding comes from Lehman College and the CUNY Chancellor's Grant for Curricular Diversity. The present budget is $59,490.

40 responses to an internal survey show that P.A.C.E. graduates are choosing alternative education careers.

P.A.C.E. staff caution that schools planning similar programs should spend at least one year in planning. College faculty should be volunteers and agency staff should be brought in early. Junior and senior students should be screened. Support from liberal arts departments should be enlisted.

---

## Certificate of Recognition

## University of Houston, Texas

**Barry L. Munitz,** *Chancellor*
**Robert B. Howsam,** *Dean, College of Education, and Chief Institutional Representative*
**W. Robert Houston,** *Associate Dean and Program Director*

### State Network for Preparing School Based Teacher Educators

School based teacher educators (SBTE) are professional educators responsible for staff development through preservice, inservice, or continuing teacher education in elementary and secondary schools. The University of Houston organized a network of 40 teacher centers, governed by an advisory board of 14 Texas educators, to provide professional development for SBTEs.

During the past two years, the SBTE network has accomplished the following:
1. Critical knowledge and skills of the SBTE were defined through a literature search, research study of current practice, conceptual paradigm based on clinical practice, analysis by a national panel, and survey of 33 Texas educators.
2. Assessment instruments were designed.
3. A 364-page annotated resource catalog of training materials was published.
4. A multimedia training program was designed, tested, and is being used extensively.
5. A study of SBTE credentialing practice in the United States was completed.
6. A survey of Texas-educator perceptions of selected credentialing issues was conducted.
7. A bill to finance SBTEs and teacher centers was introduced and almost passed in the Texas legislature.
8. These researched programs, and the SBTE name itself, were found to be widely used.

The total budget for the SBTE training program in the Houston Area Teacher Center, $16,200 per year, comes from various local and state sources. It is allocated as follows: 38 percent for developing new, innovative training programs; 50 percent for delivering inservice programs; 7 percent for administration; and 5 percent for contingencies.

Texas' SBTE program is commendable in its developmental/implementation processes, and in its achievement in bringing together diverse constituencies throughout the state to work for the improvement of elementary and secondary school instruction.

## For Outstanding Writing

**Charles W. Fisher,** *Far West Laboratory for Educational Research & Development, San Francisco*

**David C. Berliner,** *Professor and Head, Department of Educational Psychology, University of Arizona, Tucson*

### *Theoretical Paper:* "Quasi-Clinical Inquiry in Research on Classroom Teaching and Learning"

Concerned that too much emphasis in research on teaching is placed on conventional experimentation, the authors propose greater use of quasi-clinical inquiry as valid classroom research.

Their definition of quasi-clinical denotes "considerable reliance on clinical approaches, but without any desire to abandon measurement, quantification, hypothesis testing, and other aspects of empirical social science . . . . [It] implies a broad view of the classroom teaching/learning phenomenon . . . including teacher-student interactions, grouping patterns, playground fights, teacher isolation and support mechanisms, . . . [and] must not be restricted to the presentation of cognitive material."

Classrooms, they assert, are unique social institutions. Phenomena that individual classrooms offer for study are complex, dynamic, and extensive. Conventional experimentation is inherently weak because of uncontrollable variables—even weather can affect results.

Thus, the methodology must be broad, and involve repeated measures, over extended periods of time (two year is not unusual), and on single entities (individual classrooms). Objective measures combine with first-hand experience to make up the data base for specific empirical study.

"A major goal of quasi-clinical inquiry is to understand as fully as possible the role characteristics of the inhabitants of the school culture." By actively engaging the teacher in setting up a project, instead of passively observing, the clinician fulfills dual goals of generating knowledge and of helping school personnel.

The authors warn that quasi-clinical inquiry in one school may not be applicable to schools in general. Nor do they intend to displace conventional research.

**Recognition Roll for Sound Practices**

**Bowie State College, Bowie, Maryland**

**Samuel L. Meyers,** *President*
**O. E. Jack,** *Chairperson, Department of Education*

**Multi-Occupational Options in Teacher Education**

Teacher candidates at Bowie State, in addition to majoring in an academic teacher education discipline, can learn job skills other than classroom teaching. The Multi-Occupational Options program offers job skills concentration—business-clerical, business-accounting, motor development, human services, and intercultural learning—to give students diversity in career choices once they reach the job market.

**The College of Saint Catherine, Saint Paul, Minnesota**

**Sr. Alberta Huber,** *President*
**Kenneth E. Vos,** *Chairperson, Department of Education*

**Human Relations Program**

To comply with a Minnesota Board of Education regulation requiring human relations training for certification, St. Catherine's began a four-year noncredit human relations program, as opposed to a single semester course. With a faculty advisor, students plan their own minority group experiences, and schedule courses, workshops, and lectures with human relations components. A written paper and discussion with the advisor fulfill the requirement.

**The University of Kansas, Lawrence**

**Archie R. Dykes,** *President*
**Dale P. Scannell,** *Dean, School of Education*

**Educator-in-Residence**

Kansas' Educator-in-Residence program, initiated in 1972-73, has successfully achieved its goals to: expose students in campus-based teacher education programs to views, ideas, and perceptions of practicing Kansas educators; expand working relationships of the School and state professional organizations; allow state education leaders to become better acquainted with University students, faculty, and administrators; and to demonstrate the School's commitment to collaboration in teacher education with state practitioners.

# AACTE—YOUR ACTIVE VOICE IN PURSUIT OF QUALITY EDUCATION

In a field of constant, often rapid change and emerging options, the American Association of Colleges for Teacher Education remains ***the*** national voice and action consortium of teacher education.

Acting in behalf of its almost 800 member colleges and universities, AACTE helps the education profession continue its search for ways to improve quality and diversify services of teachers already in, and entering, the profession.

AACTE is the only national voluntary association for higher education institutions devoted to teacher education. Collectively, these institutions prepare almost 90 percent of education personnel eligible for initial certification. Many of these institutions offer practicing teachers and school officials opportunity for continued education through inservice training programs.

With AACTE's active programs in multicultural education, staff and program development, accreditation, governmental relations, and communications, members can discover new ideas and gain insights into the problems shared by all teacher education institutions. Through the Association they have a common voice in dealing with other professional organizations and state and federal agencies.

In fulfilling its mission, the Association collaborates with many others. Instrumental in organizing the National Council for Accreditation of Teacher Education, AACTE is a constituent member on the Council. It is a cosponsor and fiscal agent for the ERIC Clearinghouse on Teacher Education, an information storage, retrieval, and dissemination system. The Association operates the secretariats for the International Council on Education for Teaching and the Associated Organizations for Teacher Education.

Regular Association publications include the bimonthly *Journal of Teacher Education*, the *AACTE Bulletin*, *Legislative Briefs*, *AACTE STATEments*, monographs, and books. Other membership services involve active participation in workshops, leadership training institutes, task forces, and the Annual Meeting, held each year traditionally in Chicago. All these publications and services are aimed at expanding the field's knowledge base and ability to prepare not only competent but quality pre- and in-service education personnel.

AACTE's policies are developed by an elected Board of Directors. Its prime, but not exclusive, constituency are the three to seven institutional representatives appointed by the collegiate members in all 50 states and three territories.

National AACTE offices are housed in the National Center for Higher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036.

# 1978 ANNUAL BUSINESS MEETING*

*PRESIDENT HERMANOWICZ:* The Annual Business Meeting is called to order.

This section of your Annual Meeting Program is entitled "Critical Decisions for AACTE: The Annual Business Meeting." The title is an apt one, for the AACTE organizationally in common with its member institutions faces some critical choices about goals, specific directions, and means of attaining them. This Business Meeting is divided into four basic parts: (a) Reports of organizational maintenance committees, e.g. tellers and auditors; (b) a vote on a proposed *Bylaws* change endorsed by your Board of Directors; (c) a vote on a proposed dues increase endorsed by your Board of Directors; and (d) other items which might come before the house.

## Auditors Committee

At this time we will turn to the report of the Auditors Committee. The Chairperson is Ted DeVries, president Valley City State College, North Dakota.

"The Auditing Committee has examined the report of the accounting firm of Paul Browner, Chartered, Certified Public Accountants of Silver Spring, Maryland, for the 1977 fiscal year. We are satisfied that the audit is consistent with recognized auditing procedures.

"The total assets of the Association for the year ending December 31, 1977 were $547,836, an increase of $133,100 over the preceding year. The excess income over expenses was $144,454. This compares favorably with the record for 1976 when the Association operated with an excess of income over expense of $18,598.00.

"The Executive Director and his staff are to be commended most highly for their prudent management of the fiscal affairs of the Association during the year covered by this report."

—THE REPORT WAS ADOPTED.

---

**The 1978 AACTE Annual Business Meeting was held Feb. 22, in Chicago, Ill. Excerpts of the meeting transcript follow. Except as specified, commentary is by Henry J. Hermanowicz, AACTE president, and dean, College of Education, The Pennsylvania State University.*

## Tellers Committee Report

Now it is time for the Tellers Committee, presented by Barbara Hill, Director, Division of Teacher Education, University of the District of Columbia.

"We verified the official election ballots and the printout sheets at the AACTE headquarters on January 16, 1978; and we do certify that the election count is accurate. The results are as follows:

"AACTE President-Elect—Bert L. Sharp, Dean, College of Education, University of Florida.

"At-Large (Position A)—Amelia S. Roberts, Dean, School of Education, South Carolina State College, Orangeburg, South Carolina.

"At-Large (Position B)—Robert H. Anderson, Dean, College of Education, Texas Tech University, Lubbock, Texas.

"ZONE I—Eleanor McMahon, Dean, Division of Educational Studies, Rhode Island College, Providence, Rhode Island.

"ZONE VI—Arnold Gallegos, Dean, School of Education, Western Washington State College, Bellingham, Washington."

—THE REPORT WAS ACCEPTED.

---

## Vote on Bylaws Change

The next item of business is a vote on a proposed *Bylaws* change. All institutional representatives have received notification on the proposal. Sister Marie Michell Schiffgens, chairperson, Department of Education at Marycrest College (Iowa), will report on it briefly and then move its adoption. Discussion from the floor will precede the vote.

*SISTER SCHIFFGENS:* "The Board of Directors has endorsed a change in the representation of Associated Organizations for Teacher Education of the AACTE Board of Directors. Article III, Section I, Subsection 4 now reads:

"Two individuals holding the offices of Chairperson and Chairperson-Elect of the Associated Organizations for Teacher Education who shall serve as directors during the periods of time that they hold each of the said offices . . ."

"The change we recommend is as follows:

"One individual holding the office of Chairperson of the Associated Organizations for Teacher Education who shall serve as a director for the period of time in which he/she may hold said office . . ."

"Mr. Chairman, I move the following resolution:

"RESOLVED that the *Bylaws* of the American Association of Colleges for Teacher Education be amended as set forth in the memorandum dated

January 25, 1978, previously distributed to the Chief Institutional Representatives."

—THE MOTION WAS PASSED.

---

## Vote on Dues Increase

It is time now to turn to a vote which is extremely critical for the future of AACTE and, we believe, teacher education. I refer to the vote on a dues increase proposed by your Board of Directors, an increase, which would become effective January 1, 1979, and would make it possible for the Association to maintain its present level of operation in the next three years.

Curtis E. Nash, dean of education, Central Michigan University, will make the motion.

*NASH:* "Mr. Chairman, I move the adoption of the following resolution:

"RESOLVED that the Dues Schedule of the American Association of Colleges for Teacher Education be amended as set forth in the memorandum dated January 25, 1978, previously distributed to the Chief Institutional Representatives of AACTE member institutions."

---

—AFTER A MOTION TO AMEND THE MOTION ON THE DUES INCREASE FAILED AND AFTER FURTHER DISCUSSION, THE MOTION BY NASH WAS APPROVED.

---

## Vote on New Members

We now turn to a report of proposed new members. Information about the institutions has been reviewed by the Board of Directors who endorse the "yes" vote on a motion to accept the following new members:

*For full membership in AACTE:*
The Colorado College, Colorado Springs, Colorado; Emory and Henry College, Emory, Virginia; Indiana University—Purdue University, Fort Wayne; Indiana University at South Bend.

*Converting from associate to full membership:*
Oakland City College, Oakland City, Indiana.

—THE MOTION TO ACCEPT THESE NEW MEMBERS WAS PASSED.

---

We welcome these institutions into membership and look forward to productive relationships for many years to come. Your officers look forward to productive years with you and are eager to help you become fully functioning members.

# Articles of Incorporation and Bylaws

**Articles of Incorporation**

*First:* The name of the corporation is the American Association of Colleges for Teacher Education.

*Second:* The period of duration is perpetual.

*Third:* The purpose of this Association is to provide, through professional organization and cooperation, for continuous search for and promotion of ideas and practices which are most effective in the education of teachers. Consonant with this purpose, the major objectives of the Association are:

Section 1. To provide member institutions with the means for continuous exchange of information, experiences, and judgments concerning all aspects of teacher education.

Section 2. To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning and teaching; to serve as a clearinghouse of information and reports on these matters; and to publicize the findings of studies that have significance for the improvement of teacher education.

Section 3. To exchange reports, experiences, and ideas with educators of teachers in other countries as a means of improving teacher education and of strengthening international understanding and cooperation.

Section 4. To encourage and assist the administrators of teacher education institutions to develop greater competence, especially in their leadership of college faculties in developing improved programs for the education of teachers.

Section 5. To cooperate with other professional education organizations and agencies in activities designed to establish desirable directions, goals, and standards for teacher education.

Section 6. To make available to colleges and universities, upon request, professional consultant services and other practical assistance to help them improve their teacher education programs.

Section 7. To represent the education of teachers before all segments of the public as a great professional enterprise carrying special responsibilities for the development of competent citizens.

*Fourth:* This Corporation will have members.

*Fifth:* The Corporation is to have a single class of members, comprised of colleges and universities eligible for

---

*Articles of Incorporation and Bylaws* approved at February 1970 Annual Meeting; *Bylaws* revised and approved at the 1971, 1973, 1975, 1976, and 1978 Annual Meetings

membership in this Association, which are those four-year, degree-granting institutions which officially and publicly announce that the education of teachers is one of their important institutional purposes and which present satisfactory evidence that they qualify for membership; or such other individual class of members as may be designated by the Directors of the Association and set forth in the Association's *Bylaws*. The members shall have voting rights as established by the Directors of the Association and set forth in the Association's *Bylaws*.

*Sixth:* The Directors are to be appointed by the members in a manner to be provided in the *Bylaws*.

*Seventh:* The internal affairs of the Corporation shall be regulated in accordance with procedures set forth in the *Bylaws*. In the event of dissolution of the Association, the Directors shall, after payment of debts and obligations, divide the net assets equally among the nonprofit colleges and universities comprising the membership at the time of dissolution, provided such institutions are then exempt from federal income taxes as charitable and/or educational organizations.

**Bylaws**

**ARTICLE I — Membership**

*Section 1 – Regular Membership*

A. Regular membership in the Association will be limited to four-year degree-granting colleges and universities, upper division colleges, and graduate schools, which are accredited by a regional accrediting association and which officially and publicly announce that the education of teachers is one of their important institutional purposes.

B. An applicant for regular membership which meets the above qualifications shall file a formal application for regular membership, which shall include: (1) a statement from the catalogue or other official document indicating that teacher education is one of the purposes of the institution, (2) a statement from the chief administrative officer that the institution proposes to take an active part in the work of the Association, and (3) a commitment to cover the first year's membership fee. The application should be forwarded to the Executive Director of the Association at the national office in Washington, D.C.

C. The application will be considered by the Board of Directors of the Association at the next regular or special meeting of the Board of Directors. The Board of Directors will submit to the membership, at the next Annual Meeting, those applications it recommends for final acceptance by the membership.

D. Applicants which are accepted as regular members shall continue thereafter to be regular members of the Association, contingent upon the payment of annual dues in a timely manner. An institution desiring to withdraw from regular membership in the Association may do so at any time, provided that it is not then in default with regard to the payment of any annual dues which would otherwise be due the Association. The regular membership of any institution may be terminated for cause at any time, provided, however, that the Board of Directors of the Association shall, in the event of any anticipated termination for cause, consider and adopt a resolution recommending the termination and submit such resolution to the membership for final action at any regular or special meeting of the membership.

*Section 2 – Associate Membership*

A. Nonaccredited four-year or upper division undergraduate-graduate institutions with significant commitment to the preparation of educational personnel may apply for associate membership. Institutions seeking associate membership must meet criteria approved by the Board of Directors attest-

ing to such commitment. These criteria and applications for associate membership may be obtained by formal request from the Executive Director.

B. An applicant for associate membership shall file a formal application for associate membership, which shall include: (1) required information germane to the criteria approved by the Board of Directors, (2) a statement from the chief administrative officer that the institution proposes to take an active part in the work of the Association, and (3) a commitment to cover applicable membership fees. The application shall be forwarded to the Executive Director of the Association at the national office in Washington, D.C.

C. The application will be considered by the Board of Directors of the Association at the next regular or special meeting of the Board of Directors. The Board of Directors will submit to the membership, at the next Annual Meeting, those applications it recommends for final acceptance by the membership.

D. Institutions which are accepted as associate members may continue to be associate members of the Association for a period of five years from the date of original acceptance, contingent upon the payment of annual dues in a timely manner; provided, however, that at such time as the institution actually qualifies for regional accreditation, the institution shall apply for regular membership in the Association in accordance with the procedures set forth in Section 1; if, at the end of the five-year period, any institution has not qualified for regional accreditation, its associate membership in the Association will be automatically terminated because it is the intent of the Association to encourage all institutions to qualify for regional accreditation.

E. The associate membership of any institution may be terminated for cause at any time, provided, however, that the Board of Directors of the Association shall, in the event of any anticipated termination for cause, consider and adopt a resolution recommending the termination and submit such resolution to the membership for final action at any regular or special meeting of the membership.

**ARTICLE II — Representation and Voting of Member Institutions**

*Section 1 – Representation*

A. Regular member institutions shall express themselves officially in the affairs of the Association through the medium of institutional representatives. The representatives of any regular member institution should include, to the maximum extent possible, a cross-section of faculties engaged in the preparation of teachers, including those in academic disciplines, and all major units of the professional teacher education faculty. The number of representatives of each regular member institution shall be calculated in accordance with the following formula:

1. Three representatives for each institution which graduates from one to not more than 150 teacher education students per year;
2. Four representatives for each institution which graduates not less than 151 and not more than 300 teacher education students per year.
3. Five representatives for each institution which graduates not less than 301 and not more than 450 teacher education students per year;
4. Six representatives for each institution which graduates not less than 451 and not more than 600 teacher education students per year;
5. Seven representatives for each institution which graduates more than 600 teacher education students per year.

B. Each regular member institution shall advise the Executive Director of the Association, by means of a required Annual Report form provided by the As-

sociation, of the names of the institutional representatives selected by the institution. One of these representatives shall be designated as the Chief Institutional Representative. Each member institution will have the right to select substitute institutional representatives at any time during the calendar year, and any individual substitution shall be effective as of the date on which the Executive Director is advised of the change. Should any designated institutional representative be unable to attend any regular or special meeting of the membership, the institution may elect to send a substitute institutional representative for any given meeting, provided the substitute presents to the Executive Director of the Association a properly executed Proxy Form provided by the Association.

C. Each associate member institution may select one individual to serve as its institutional representative, and said representative (or a duly authorized substitute) may attend all membership meetings and express the views of the associate member institution on all issues under consideration, provided, however, that the institutional representative from an associate member institution shall have no right to vote on any issue under consideration.

*Section 2 – Membership Meetings/ Quorum*

A. The Association shall hold one Annual Meeting and such other meetings on such days and at such places as may be determined by the Board of Directors.

B. One or more institutional representatives from one-third of the regular member institutions, or one or more institutional representatives from one-half of those regular member institutions which have a representative registered and in attendance at any meeting, shall constitute a quorum for the transaction of business at any meeting.

*Section 3 – Voting*

Each institutional representative (or a duly authorized substitute) shall be entitled to cast one vote on every issue (except for amendments as set forth in Section 4) considered by the membership at any regular or special meeting, provided, however, that any single individual representative attending any meeting may cast votes for the other designated institutional representatives of his institution in their absence, upon the presentation of a Proxy Form provided by the Association, indicating his authorization in this regard.

*Section 4 – Amendments to* Bylaws *or Association Dues Schedules*

Proposed amendments to the Association *Bylaws* or Association Dues Schedules shall be forwarded to all member institutions not more than 50 but not less than 10 days prior to a regular or specially scheduled meeting of the membership. The proposed amendment shall then be submitted to a vote at the membership meeting and shall be considered adopted and in effect when approved by a majority vote of those member institutions with an institutional representative registered and in attendance at the meeting. Notwithstanding anything set forth in Section 3, above, on all issues involving such amendments each regular member institution shall have a single vote to be cast by its Chief Institutional Representative at any regular or special meeting of the membership.

*Section 5 – Rules of Procedure*

The rules of procedure at the meetings of members shall be according to *Robert's Rules of Order* so far as such rules are applicable and not inconsistent with these *Bylaws* or the Non-Profit Code of the District of Columbia. The rules of procedure may be suspended by a majority vote of the institutional representatives present and voting at such meeting, provided, however, that any institutional representative bearing a duly executed Proxy Form, provided by the Association, may cast votes for nonpresent representatives of his institution.

**ARTICLE III — Board of Directors and Officers of the Association**

*Section 1 – Board of Directors*

A. Except as otherwise required by law or provided by these *Bylaws*, the control of the Association and its affairs and property shall be vested in a Board of Directors of not less than 18 and not more than 19 members comprised as follows:

1. six individuals to be designated national representatives who shall be elected for three-year terms staggered to provide continuity.
2. six individuals to be designated regional representatives who shall be elected for three-year terms staggered to provide continuity. Should a regional representative cease to be a designated institutional representative of a member institution within the regional zone he/she is representing, his/her term shall thereupon terminate and be refilled at the next regular election.
3. three individuals holding the offices of President, President-Elect and Immediate Past President of the Association who shall serve as directors during the periods of time in which they hold each of the said offices.
4. one individual holding the office of Chairperson of the Associated Organizations for Teacher Education who shall serve as a director for the period of time in which he/she shall hold said office.
5. one individual holding the office of Chairperson of the Advisory Council of State Representatives who shall serve as a director for the period of time in which he/she may hold said office.
6. one additional Board member may be elected by the Board itself, at its option. Candidates for this position shall be limited to designated individual representatives of a member institution who, by reason of their unique experience, expertise, or position in specific areas of teacher education, may enable the Board to serve more adequately the diversified interests of teacher education. The term of this additional member will be determined by the Board of Directors, but in no event will exceed a three-year term.
7. one or more liaison representatives from other educational associations and organizations who may be appointed by the Board of Directors, at the Board's discretion, to serve with the Board of Directors. Such liaison representatives shall not be required to assume the liabilities inherent in the position of director and shall not have a right to vote.

B. The Board of Directors may, by resolution, create an Executive Committee composed of five members of the Board.

*Section 2 – Officers*

The Officers of the Association shall be a President, a President-Elect, an Immediate Past President, an Executive Director/Treasurer (a single individual), and a Secretary. The President-Elect shall be elected by the regular member institutions in accordance with the procedure set forth below. The term of the President-Elect shall be one year beginning on March 1; the President-Elect shall automatically become the President on March 1 of the following year and shall occupy the office of President for a term of one year.

The President shall automatically become the Immediate Past President on March 1 of the following year and occupy such office for a term of one year. Should the President ever become disabled or unable, for any reason, to execute the responsibilities of his office, the President-Elect will become the President and serve for the unexpired part of the

disabled President's term in addition to his own regular term as President. The Executive Director/Treasurer and the Secretary of the Association shall be appointed by the Board of Directors for terms of office to be determined by the Board of Directors; provided, however, that a minimum of 60 days notice shall be given to the Executive Director prior to the termination of his service by action of the Board of Directors and provided further that the Executive Director will give the Board of Directors a minimum of 60 days notice should he desire to resign the responsibilities of Executive Director. The Board of Directors shall appoint also an Associate Executive Director and such other Associate Directors as may be required to assist the Executive Director. The terms of the Associate Executive Director and the Associate Directors shall be determined by the Board of Directors. The duties of the Officers of the Association shall be such as are usually associated with their respective offices, or as may be more specifically designated in these *Bylaws* or by the Board of Directors.

*Section 3 – Election of Officers and Directors*

A. The Board of Directors shall, each year prior to the Annual Meeting, divide the membership into six regional zones by a grouping of the fifty states (and the District of Columbia, Guam, Puerto Rico and the Virgin Islands). In making this division, the Board shall endeavor to achieve substantial balance and equality in the number of institutional representatives within each regional zone; due allowance shall be made for shifts in number of designated institutional representatives which may have occurred during the previous year. The formal Resolution of the Board, establishing the regional zones, shall be made known to the membership at the time of the Annual Meeting.

B. At the time of each Annual Meeting, the Board of Directors shall appoint a Nominating Committee of seven, composed of one member from each regional zone and the Immediate Past President of the Association, who shall act as Chairperson, but who shall have no vote except in the event of a tie. An alternate for each member shall be appointed from his/her zone to serve in his/her absence.

C. At the time of each Annual Meeting, the Board of Directors shall appoint a Tellers Committee. An alternate for each member shall be appointed. The Executive Director of the Association shall act as Chairperson.

D. Only institutional representatives, designated in accordance with the procedures set forth in Article II—Section 1-B, shall be eligible for nomination as an officer or member of the Board of Directors.

E. Institutional representatives and representatives of state and regional associations of colleges for teacher education may recommend institutional representatives to be nominated for the position of President-Elect and the positions to be filled on the Board of Directors. On or before July 1, the Nominating Committee shall name two candidates for the position of President-Elect and a slate consisting of two candidates for each vacancy to be filled on the Board of Directors. In selecting the nominees for national representatives on the Board of Directors, the Committee shall consider designated institutional representatives from throughout the United States. In selecting the nominees for regional representatives on the Board of Directors, the Committee shall consider only those designated institutional representatives within the particular regional zone in which a vacancy for a regional representative exists on the Board. In selecting the entire slate of representatives, the Committee shall attempt to achieve overall balance considering such factors as geographic location of individual representatives, their professional positions, institutional types and sizes, and

their ethnic and cultural backgrounds. The slate shall be transmitted by the Chairperson of the Committee to the Executive Director of the Association.

F. On or before November 15th, the Election Ballot, showing the candidates for the positions to be filled, shall be distributed to all designated institutional representatives as they appear on the current set of Annual Report Forms (see Article II, Section 1-B). The Election Ballot shall indicate that all designated institutional representatives shall cast votes for national representatives on the Board of Directors, but only those designated institutional representatives within a particular regional zone shall vote for a regional representative for that particular regional zone. The designated institutional representatives shall be instructed to return the completed Election Ballot to the Executive Director of the Association, as Chairperson of the Tellers Committee, not later than December 31st following the distribution of the Ballot.

G. All Election Ballots received by the Tellers Committee in proper form by December 31st shall be counted, and the results shall be transmitted to the President of the Association for announcement at the next Annual Meeting of the Association.

H. The candidates receiving the larger number of votes shall be elected to office. In the event that vacancies have occurred on the Board of Directors so that positions represent unequal terms, longer terms will be awarded to candidates with the higher number of votes.

*Section 4 – Responsibilities of the Board*

The Board of Directors shall concern itself primarily with the formulation of policies to guide the Association and to determine the major thrusts of the Association's programs. The Board shall maintain a continuous evaluation of the progress of such programs and foster long-range planning or programs which may better improve teacher education in the United States and abroad. The Board shall encourage the establishment and maintenance of cooperative relationships with individuals and groups actively participating in teacher education programs. It shall be the general policy of the Board to appoint task forces, committees, and commissions, such groups to be comprised of individuals from AACTE member institutions to the maximum extent possible, to accomplish specific tasks and to assist in the execution of major Association programs.

*Section 5 – Board Meetings*

A. The Board of Directors shall meet at least twice per year. It shall be the joint responsibility of the President and the Executive Director to prepare agendas for each meeting. It shall be the responsibility of the Executive Director to attend Board meetings and to bring to the attention of the Board all matters requiring Board action, including matters set forth in the advance agenda and such other matters as he may be directed by the President to prepare for consideration.

B. The rules of procedure at meetings of the Board shall be according to *Robert's Rules of Order* as far as such rules are applicable and are not inconsistent with these *Bylaws* or the Non-Profit Code of the District of Columbia. The rules of procedure may be suspended by a majority vote of those present and voting at such meeting. One-third of the total number of voting Directors of the Association shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors.

*Section 6 – Indemnification of Directors/Officers*

The Board of Directors is authorized by the membership to indemnify any Director or Officer or former Director or Officer of the Corporation or any person who may have served at its request

as a Director, Officer, Agent, Associate Member, etc., of any other association, whether for profit or not for profit, against expenses actually and necessarily incurred by him in connection with the defense of any action, suit, or proceeding in which he is made a party by reason of being or having been such Director, Officer, Agent, etc., except in relation to matters as to which he shall be adjudged in such action, suit, or proceeding to be liable for gross negligence or misconduct in the performance of a duty, it being understood that this Bylaw is being adopted in lieu of the Corporation's contracting for such indemnity type insurance coverage with an insurance carrier and incurring the expense required thereby.

**ARTICLE IV — Financial Operations**

*Section 1 – Revenues*

The primary source of operating revenues will be the dues contributed by member institutions. Operating expenses shall be reduced to the maximum extent possible by reimbursements secured through the sale of Association publications to members and nonmembers and through the Association's consultative activities.

*Section 2 – Annual Dues*

The annual dues of the Association shall be levied in accordance with a schedule of dues formulated by the Board of Directors and approved by the membership; amendments to existing Dues Schedules will be made in accordance with the procedure set forth in Article II, Section 4.

*Section 3 – Expenditures*

The expenditure of Association funds shall be controlled by an annual budget. It shall be the responsibility of the Executive Director to consult with the President in the preparation of a proposed budget and to submit the same to the Board of Directors for approval and adoption. The approval by the Board of Directors of the annual budget shall be considered to constitute an appropriation of funds for the purposes designated therein and authorization to the Executive Director to cause such funds to be expended. The Executive Director shall arrange for a surety bond to ensure the faithful expenditure and safekeeping of all Association funds, the costs of said bond to be an Association operating expense.

*Section 4 – Association Records*

The Executive Director shall cause appropriate records of all financial operations to be maintained at the national offices in Washington, D.C., which said records shall be available upon reasonable notice for inspection by the Board of Directors.

*Section 5 – Audit*

The President shall appoint an Auditing Committee of three institutional representatives, who shall review a Certified Public Accountant's audit of the accounts of the Association during each fiscal year, and the Auditing Committee's report shall be presented to the institutional representatives during the Annual Meeting.

*Section 6 – President's Operational Expenses*

The Board of Directors may allocate a reasonable amount of Association funds to the President of the Association in order to permit him to fully execute the responsibilities of the office of President during his term.

**ARTICLE V — Appointment of AACTE Members to the National Council for Accreditation of Teacher Education (NCATE)**

*Section 1*

The Board of Directors shall appoint AACTE representatives to the National Council for terms consistent with the



70

provisions of the NCATE Constitution who shall serve at the pleasure of the Board of Directors of AACTE. Appointments to the positions to be filled shall be made on or before July 1 of each year. For the purpose of selecting AACTE members, the Board of Directors shall use a formal process whereby institutional representatives may recommend persons for appointment to the Council. Members of the faculties of institutions holding membership in AACTE shall be eligible for appointment as AACTE members of the Council.

## The Hunt Lectures

1960
The Dimensions of Professional Leadership
Laurence DeFee Haskew

1961
Revolution in Instruction
Lindley P. Stiles

1962
Imperatives for Excellence in Teacher Education
J.W. Maucker

1963
Africa, Teacher Education, and the United States
Karl W. Bigelow

1964
The Certification of Teachers: The Restricted State Approved Program Approach
James B. Conant

1965
Perspective on Action in Teacher Education
Florence B. Stratemeyer

1966
Leadership for Intellectual Freedom in Higher Education
Willard B. Spalding

1967
Tradition and Innovation in Teacher Education
Rev. Charles F. Donovan, S.J.

1968
Teachers: The Need and the Task
Felix C. Robb

1969
A Consumer's Hopes and Dreams for Teacher Education
Elizabeth D. Koontz

1970
Realignments for Teacher Education
Fred. T. Wilhelms

1971
The Impossible Imperatives: Power, Authority, and Decision Making in Teacher Education
Evan R. Collins

1972
Beyond the Upheaval
Edward C. Pomeroy

1973
Time for Decision in Teacher Education
Lord James of Rusholme

1974
Ferment and Momentum in Teacher Education
Margaret Lindsey

1975
Drumbeats and Dissonance: Variations on a Theme for Teachers
Calvin Gross

1976
Now you shall be REAL TO EVERYONE
Robert B. Howsam

1977
The Real World of the Teacher Educator: A Look to the Near Future
David L. Clark

1978
The Education of the Educating Professions
Lawrence A. Cremin